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ABSTRACT

A total of 1,341 male and female students enrolled at a private women's college, a moderately-sized comprehensive college, an agricultural-technical college, and a small comprehensive college were surveyed to determine demographic and descriptive data, career choices, plans for labor force participation, and perceptions of counseling services. Twice as many women as men were sampled. Analysis of the data revealed that these women were more like four-year college women than "new students" at two-year colleges. The majority of women studied were 18 or 19 years old, single, and white. Nearly half of both their mothers and fathers had completed some college. While attending college the women depended on their parents for financial support and did not work. Their most common majors were liberal arts, health sciences, or secretarial science. Unlike four-year college women, however, their occupational choices resembled those of their fathers more than their mothers and they anticipated continuous commitment to work. They selected their careers for special interest, opportunity to work with people, and ability to be creative. True role innovativeness was expressed by only one-fifth of the women sampled. Pertinent literature is reviewed, data is presented, and recommendations for improved counseling services are made. The questionnaire and the interview format are appended. (Author/DC)

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A Study of Two-Year College Women in Central New York State: Characteristics, Career Determinants and Perceptions

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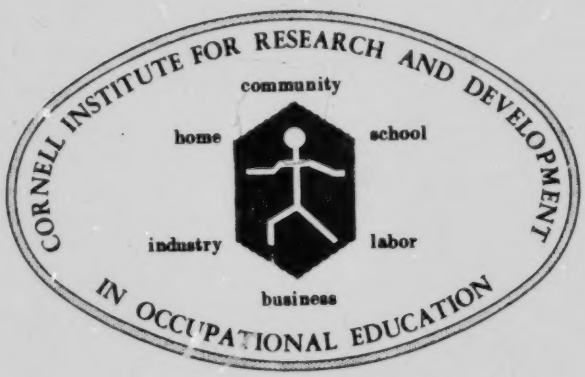

Final Report
ESEA Project #42-73G-111

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Dr. Kathryn M. Moore
Project Director

FOREWORD

The revolution in technology and techniques has wrought great change in both the nature and the content of "work" in our constantly evolving society. The evolution of knowledge work, the growth in service occupations, and the development of creative technologies have reduced the emphasis on the masculinity historically associated with the production work of an agrarian society.

Such changes are reflected in the constantly increasing proportion of women in our labor force and the proportion of women of working age who pursue the dual careers of homemaker and worker. The working woman has become an essential member of our "personpower" pool.

Unfortunately, cultural changes come slowly. Stereotypes cling tenaciously and egos resist even the forces of economics. Institutions may contribute disproportionally to this cultural lag when they become havens of resistance for self reinforcing groups.

If we view educational institutions as developers of human capital, there is a sound economic reason for insisting that they be neutral regarding factors of age, sex and ethnic origin. Beyond that, our educational institutions are more than just developers of human capital, they must be concerned with the integrity of the individual personality and protection of the inalienable dignity of the human individual.

Kathryn Moore and Helen Veres have, through this study, sought to contribute to the knowledge base concerning women in the two-year college and their career and life plans. They have discovered that this educational institution is not neutral in the opportunities that it provides for women. Their recommendations are cogent and poignant; many of them apply to the needs of all students. This report presents a challenge to more responsive action to address the needs of those who would make of themsleves all that each is capable of becoming.

Professor John Wilcox
Director, Cornell Institute for
Research and Development in
Occupational Education

I. IDENTIFICATION OF THE PROBLEM

Within the last decade, the quantity of research on women has increased dramatically. Such research has been directed at a wide variety of topics and has encompassed many disciplines. In this examination, the educational system has received a large share of the attention. Interest in women as part of the "new students" entering institutions of higher education, the effects of policies of affirmative action and the responsibilities of educational institutions for preparing women for wider career choices have been some of the key issues discussed and explored. Many have hoped that the outcomes of such research and attention to topics related to the concerns of women would result in improved educational services for women, better counseling, improved planning and the encouragement of women to utilize their individual and special talents. However, since a large share of this research effort has concentrated upon the four-year college or university woman or upon women preparing for professional-level careers, the findings of these studies have largely been applicable to four-year institutions and their students.

Consequently, research on women has tended to neglect women in the two-year college. Nevertheless, today, two-year colleges are attracting increasingly large and diverse numbers of women, many of whom plan to enter the labor force at some point in the future. The two-year college itself is playing a growing and significant role in preparing many thousands of people for work, including the newer technological occupations as well as the traditional "male" and "female" career areas. With its open admissions policy and variety of career programs, the two-year college can be an important factor in facilitating women's access to wider opportunities and in broadening their occupational horizons.

The present study was designed to contribute to the growing knowledge base on women in the two-year college, including demographic and descriptive information, career choices, plans for labor force participation and perceptions of counseling services. These variables were selected in order to contribute to an understanding of what is happening to and for women in the two-year college and to provide information which might help practitioners to better extend the total resources of the institution to women.

A primary focus of the study is the young woman of typical college-age in the two year institution. As a consequence of the recent changes in perception of women's social and occupational roles, these young women are standing on the brink of a new life-style, one in which a career may be more of an acknowledged and accepted part of a life plan that it has been in the past. For this reason, it was viewed as important to examine some of the influences on women's choice of curriculum and future career as well as the services of the institution which may facilitate the decision-making process.

Also found among the student population of the two year college are numbers of mature adult women who have resumed their formal education after interruptions for family responsibilities. Many of these women wish to enter or re-enter the job market upon completion of their studies. Although some of these women may have a firm idea of their educational and career goals, others may need or desire help in examining their options and making choices.

The counselor, then, may play a key role in helping women to plan curricula and careers which will have meaning and relevance in their lives. However, in attempting to plan the timing and scope of counseling and advising services as well as the design of programs which will meet their needs, it is desirable that counselors, administrators and other professionals have additional knowledge about the characteristics of women which are related to their educational and career decisions. In view of these concerns, the present study was designed to incorporate three principal objectives:

1. To provide a descriptive profile of women enrolled full-time in selected New York State two-year colleges, not only with regard to general demographic characteristics, but also with regard to career/life plans and motivations.

2. To analyze the similarities and differences among women enrolled in the various programs of the two-year colleges, including projected utilization of the educational training received.

3. Identify implications of the findings for educational planning and development for women, in particular as they related to the guidance and counseling services in two-year colleges.

II. RATIONALE FOR PROJECT OBJECTIVES

Although little of the research literature has specifically concentrated upon two-year college women, a growing body of research studies have utilized a variety of populations in investigations of characteristics related to career choice and the influences of education and counseling. To provide a background for the examination of data in the present study as well as a rationale for the stated project objectives, a synthesis of some of this related research is presented.

Women and Higher Education

In recent years educational institutions have proceeded to initiate changes in admissions, recruitment, financial aid and other policy areas to insure more equal access to higher education to all who desire it. Admissions quotas, cultural stereotypes, lack of confidence and institutional bias have been among the internal and external factors cited as having limited women's participation in higher education. Although the two-year colleges have thrown open their doors to students of diverse abilities and backgrounds, women still have not participated to the same degree as men. Cross (1971, 1972) points out that even in the open door colleges the largest group of academically well-qualified persons who do not attend college is found among bright women of the lower socio-economic levels.

Those women who do persist in aspiring to post-secondary education may experience other problems and difficulties in realizing their goals. A sorting process at the high school level, where women may be channeled into curricula such as typing and shorthand may provide the young woman with a saleable skill but limit her options for college. Studies of factors relating to college entrance and retention cite parental attitudes, encouragement and past educational experiences, including the high school curriculum of a student as among the prime factors which determine whether or not a student enters college as well as the type of college entered and the duration of stay (Trent & Medsker, 1967; Jaffe & Adams, 1972).

Once in college a woman may feel ambivalence toward intellectual activities and attainment. Goldberg (1968) and Baruch (1972) are among the writers who call attention to this phenomenon. According to Goldberg's work, women have accepted a view of higher education as a masculine right. He conducted an experiment whereby students were to evaluate professional articles authored by either a male or a female. Although the same article was used, the women as well as the men students consistently rated the article as more valuable and the author more competent when a man's name was affixed as the author. Similarly, Horner (1969) described the

tendency of women students to write thematic apperception stories showing *"fear of success"*. Women were more likely than men to write stories which showed a fear of rejection after success or a distortion of success. More recently, Horner (1972) reported that women may view such qualities as competence, independence, competition and intellectual achievement as negatively related to femininity. They tend to expect success in these achievement-related situations to be followed by negative consequences, such as social rejection, loneliness or loss of femininity.

Although more current studies have indicated that the fear of success may be less prevalent than reported in the earlier works, Zanna (1973) found that success traits evaluated as positive for men may still be evaluated negatively for women. Such beliefs serve to create dissonance between a woman's aspirations and her actual performance in her educational programs.

Other research has indicated that significantly more males aspire to higher levels of education than do women undergraduates of comparable ability (Coates & Southern, 1972) and that during the college experience, women become more concerned with marriage as the choice of marriage and/or career becomes closer (Cross, 1971). Even though women may be judged as capable and achieving students according to the traditional standards of tests, grades and other academic criteria, they have not fully realized their own potential in educational or career areas.

Women and Career Choice

The development of theories of career development relevant for women has lagged far behind corresponding theory for men. Until recently, career theorists had not included women in their studies of career process; most of the commonly accepted theories of vocational development have been formulated and tested upon male subjects. Researchers including Ginzberg (1951), Holland (1966), Tiedeman and O'Hara (1963) have attempted to provide generally applicable theories of career development. However, the recent interest in the careers and work histories of women has resulted in directing attention to the special conditions which affect the decisions women make concerning their choice of occupations. Psathas (1968) and Zytowski (1969) have elaborated some of these conditions which they feel affect women's career choices. These factors have included sex role, plans for marriage and children, husband's attitudes and a variety of family background characteristics. While the above researchers and other theorists have recommended the development of a separate theory of occupational choice for women, most of what we now know about women and career choice has been derived from individual research studies.

One group of these studies focused on basic demographic variables which appear to be related to women's career choice. For instance, Clark (1967) found socio-economic status to be related to the career choices of women. Lower class girls expressed greater preference for white collar and professional occupations than did middle-class girls. The middle-class boys, however, preferred white collar and professional occupations more than lower-class boys.

Helen Astin (1970) also found socioeconomic status to be an improtant predictor of women's career choices. Using data from Project Talent to study through multiple discriminant analysis the career choices of 5387 women initially tested in 1960 and followed up in 1966, she found the best predictors of career choice to be socio-economic status, most high school education, mathematical aptitude, marital status and early career choice.

Picou and Curry (1973) in a study of 1485 female high school seniors, investigated the effects of residence, race, socio-economic status (using father's occupation, family income, father's education), past academic performance and perceived interpersonal encouragement to the prestige level of occupational choice (using the index developed by Duncan, 1961). No significant racial differences were found, but there were significant differences according to residence, SES, interpersonal encouragement and academic performance. All five variables were positively, and significantly, related to the prestige levels of occupational choice of urban whites. The choices of rural whites were positively and significantly related only to father's education and academic performance. For both rural and urban blacks, choices were significantly and positively related to all the variables except father's education. Klemmack and Edwards (1973) used path analysis to investigate the factors influencing occupations chosen by women. They found that family background (father's occupational status, mother's work and family size) were significant influences, with dating status, ideal marriage age and anticipated family size acting as intervening variables.

Various other researchers have focused on the concept of sex role and its impact upon women's career choices (Mathews & Tiedeman, 1964; Angrist, 1969). For example, Cope (1970) concluded from a study of young women that they tend to behave in keeping with role expectations held by themselves and others rather than acting according to their abilities. They are placed at an early disadvantage by the higher social value accorded masculinity (Flammer, 1971) and are therefore expected to behave according to standards of socialized inferiority.

Similarly, the scarcity of women in scientific fields was attributed to the impact of sex roles and early socialization (Rossi, 1965). This influence of early experiences and sex-role attitudes is further illustrated in research by Vogel, et. al. (1970) who examined maternal employment

in relation to perception of sex roles among college students. Students with employed mothers saw smaller differences between masculine and feminine roles. Women were more influenced by maternal employment than men. Maternal employment also tended to raise the estimate of one's own sex with respect to those characteristics that are seen as socially desirable for the opposite sex.

Another group of research studies has focused on the characteristics of career versus non-career women. Women who are predominately career oriented as opposed to home and family oriented are frequently termed *"career salient"* or *"career committed"* and several studies have been devoted to measuring and analyzing these qualities. For instance, Masih (1967) found the highly career-salient woman has needs for achievement and endurance and a strong desire for fame with less concern for prestige. Low career salient women, on the other hand, seemed to care very little about achievement, endurance, prestige and fame.

In another study, Almquist and Angrist (1970) found that career salience is related to maternal employment, the median number of different jobs, sorority membership and the perceived influence of occupational role models. The research concluded that their data strongly support an *"enrichment"* hypothesis; that is, that career salient women are the result of an enriched environment. The women have models in their mothers and others of successfully combining marriage and a career, as well as exposure to a variety of jobs and other occupational models.

The Role Innovative Woman

The study of the career salient woman has led inevitably to the examination of the role innovative woman, one who has chosen a career in a field dominated by males. Other terms applied to this type of women are *"non-traditionals"* or *"pioneers"*. The preferred term in this study is role innovator. Like the career oriented women, the role innovators tend to have a number of characteristics in common.

Rezler (1967) found that vocational "pioneers" shared tendencies toward stronger computational and scientific abilities, better grades, and more masculinity. According to Tangri (1969, 1972), role innovative women express greater commitment to their job, aspire to higher levels of accomplishment, and report more non-romantic relationships with men. In this study of 200 college senior women, Tangri investigated the relationship of family background, personality and college experience to the selection of non-traditional career. Among the factors found significant for role innovators were relationship to parents, self concept, and mother's occupation and religious background. In the case of mothers who were college graduates, the relationship to parents accounted for much more of the variance. She found role innovators to be more autonomous, individualistic and motivated by internally imposed demands to perform to capacity

than traditionals. They had greater career commitment than traditionals, and had role models in their more educated working mothers. A supportive boyfriend was important for the role innovator, even more important than faculty or female friendships, although the role innovator expected to postpone marriage and have fewer children than the traditional.

A study by Herman and Sedlacek (1972) yielded the finding that these non-traditional women are less likely to feel that their parents' input was integral in their career choice. They found that innovators were more likely to attach importance to a stable future in a career. A specific case of role innovators, women medical students, revealed such factors as a long standing interest in a career, motivation toward self-development and altruism to be pertinent to the career choice (Cartwright, 1972). In addition, Cook (1967) characterized these women as more likely to be single, less religiously conforming and more determined to use their academic competencies.

Counseling Women

Within the educational institution, counseling has the potential of being a force to reduce educational and occupational barriers to women's development or to merely perpetuate the status quo. For example, current literature urges counselors to reexamine their attitudes toward women, to do something to fulfill the need for female role models, and to become more actively involved in eliminating sex barriers (Cook, 1971; Pyke and Ricks, 1973; Schlossberg, 1972; Bem and Bem, 1973; Smith, 1972). Other authors emphasize the responsibility of the counselor in helping to alter women's programs to make them more meaningful for their life plans, particularly those plans which relate marriage to the individual's career scheme (Berry, 1972; Hoffman and Hoeflin, 1972).

Thomas and Stewart (1971) have explored bias in counseling. Results of their study indicate that women clients with traditionally feminine goals were rated as more appropriate, while women with goals which deviate from tradition were labelled as more in need of counseling. Women counselors also gave higher acceptance scores to those clients who expressed traditional goals. Pietrofesa and Schlossberg (1971) also investigated counselor reaction to a woman student who expressed uncertainty about entering education and/or engineering as a possible career. When counselor responses were analyzed for negative bias toward the "masculine" field, 81.3% of the statements made by both male and female counselors showed disapproval. The researchers imply that such discouragement serves to keep women from considering wider career options.

In a study of undergraduate women's failure to pursue male-dominated professional curricula and career, Hilda Jones (1973) reports a number of latent factors which seem to limit women's choices or act as inhibiting

influences. She lists lack of encouragement from significant others, lack of confidence in their natural ability to succeed in certain fields, stereotyped professions, financial strain, and a general lack of knowledge about careers. When lack of encouragement for career choice by a counselor was cited as a significant influence, the respondent was nearly always female.

Although instances of counselors' negative attitudes toward women clients with non-traditional career goals may appear to be discouraging, it is not known whether the same treatment applies to men as well. Since only women clients with "deviate" career goals were used in the studies more research is needed to determine whether counselors respond differently to men and women with non-traditional occupational choices. Recently, evidence from a study by Hawley (1972) indicates that counselors, particularly female counselors, may be altering their views of sex-appropriate occupations. In this research, utilizing students in training in three professional fields: teaching, math-science and counseling, the counselors displayed a relatively broad opinion of what behaviors men would think to be feminine. Since this research is based upon a hypothesis that women may be influenced to choose traditional careers because of their perceptions of the views of significant others about "feminine" behavior, it is essential that the counselor be able to aid female clients in becoming aware of the many other career options they might consider

Since counselors are located in a strategic position to facilitate the development of women, they must meet a special challenge in vocational and educational counseling of broadening the occupational horizons of women and helping to remove the artificial limitations on their levels of aspirations. In order to improve the quality of counseling provided for women, a number of recommendations have been made in the literature.

Husbands (1972) presents research evidence identifying some of the institutional influences on the educational and career aspirations of women students. This evidence points to a need for a more supportive environment for college women, including better counseling, day care facilities, evening and continuing education courses, and consciousness-raising for peers. Schlossberg and Pietrofesa (1973) suggest similar steps toward progress. Others further advocate that steps be taken to urge secondary school administrators and counselors to assure adequate career counseling for women and minority students (Jones, 1973) and to provide exposure to positive role-models: other women successfully employed in non-traditional careers (Frazier and Sadker, 1973). Likewise, counselors have a responsibility to work with women to help overcome socialized psychological barriers (Hansen, 1972).

It is the intention of the present study to provide additional information about women students in the two-year college to supply some of the necessary inputs for an understanding of the complex of factors which affect the career counseling process and the making of career decisions by women.

III. PROCEDURES

In the Fall of 1973, four two-year colleges in New York State were selected and invited to participate in the study. The colleges were included on the basis of the nature and scope of their programming (particularly for women), the diversity of their students, and the variety of their philosophies and administrative structures. In addition, their willingness to cooperate with and interest in the research project were indispensable. The four colleges can be characterized roughly in the following manner: College 1, a private women's college; College 2, a multipurpose, multiprogram community college of moderate size (2400 students); College 3, an agriculture and technical college; and College 4, a multipurpose college of small size (800 students). A fifth two-year college was used for purposes of pretesting the survey instruments.

Based upon an extensive review of the literature pertaining to women's education, work history and career development, a questionnaire was developed and pretested during the summer of 1973. Questionnaire items were generated in a forced-choice format whenever possible to pro vide compatibility of data between colleges. Open-end items were necessary in some cases, however, to provide for the variety of responses expected. The questionnaires were designed to be completed by the individual students in group settings.

Questionnaires were administered during January and February 1974. Two days were spent at each college. Usually the questionnaires were administered during student's class time. The classes were selected so as to insure the presence of students from the full breadth of college programs. A total of 1341 students completed the questionnaires. The questionnaires were administered to both male and female students, although more female respondents were sought (roughly a 2 to 1 proportion). We felt that comparative data on males and females was one of the major weaknesses of previous research. Where possible and appropriate we have attempted to present data in aggregate and then by male and female responses.

It was determined that interviews with selected women students would be useful to obtain more indepth information concerning women's career and life plans. Seven female graduate students were trained in interview procedures while an interview schedule was constructed. Complete interviews took about thirty minutes. Responses were recorded by the interviewer in writing. Women students were selected for interviewing on the basis of the career choice they indicated in their questionnaire responses. These responses were categorized as being either traditional (70% or more women in the occupation) or non-traditional (40% or less in the occupational category). The interviews were conducted one month after the questionnaires were administered at three of the four participating colleges. A total of

62 usable interviews were obtained. The fourth college visit could not be arranged in time because of inclement weather. Interview data are included in this report where appropriate to amplify or support data from the questionnaire.

The Cornell University Computer Center provided facilities for the analyses. The Statistical Package for the Social Sciences (SPSS) was the basic system used to analyze the data.

Limitations. The study is largely descriptive in nature, however, comparisons of certain variables are made and a limited attempt to establish causality is made on some questions.

Since all of the data were provided by the participating two-year college students, therefore, the results are accurate only to the extent that the respondents were initially accurate in their responses.

IV. PRESENTATION AND DISCUSSION OF DATA

A. Selected Demographic Variables

The sample of students totaled 1341: 853 females and 488 males. Data will be discussed highlighting the differences between men and women students. Differences by college will also be noted where appropriate.

1. General Background

Age. The age (Table 1) range of the student sample was 16 years to 59 years. The women as a group were younger than the men. The median age of the women is 18.9 while the median mean age of the men is 19.5. Approximately two-thirds of the women are 18 (33.1%) or 19 (31.8%), while less than half of the men are 18 (24.4%) or 19 (23.2%). On the other hand, 30.9 percent of the men are 22 or older while only 19.3 percent of the women are in that age range.

Marital Status. A slightly greater proportion of male students (76.6%) are single than the female students (73.5%). About a tenth of the men and women students are married with children. Women are twice as likely to report they are engaged than are the men. The other categories of men and women are equally represented. (Table 2).

Race. As Table 3 indicates, 95 percent of the students are white; 2.3 percent are black and the remainder are scattered among the categories of oriental, American Indian or other. Within the other category, Puerto Rican Malaysian were mentioned twice and Greek, Indian (India), African, Filipino were each mentioned once.

Parental Life Situation. Table 4 shows that there was little difference between the parental life situations of the men and women students. For the total sample 76.3 percent of the parents were living and together; 10.3 percent of the students' parents were divorced or separated; and in 13.4 percent of the cases one or both parents were deceased. The men students (8.3%) were somewhat less likely to have a deceased father than were the women (11.2%). However, both men and women were much more likely to have no father than to have no mother.

Parents' Educational Attainment. From studying the data presented in Tables 5 and 6 several findings are evident. The parents of male students are less educated than the parents of female students. For example, 48.2 percent of the female students have fathers with more than a high school education and 46 percent have mothers with more than a high school education. For male students these figures drop to 40.7 percent for fathers and 36.8 percent for mothers.

In comparing the education level of mothers and fathers for these students, the mothers are more likely to have an intermediate level of education (e.g., high school or some college). Fathers, on the other hand, are more likely to have very little education (8th grade or less; 18.0% - father; 2.0% - mothers) or a great deal of education (graduate or professional degree: fathers - 11.9%; mothers, 7.6%).

Parental Occupations. Father's occupation (Table 7) is often included in social analysis as an indicator of SES. We included it here for that reason as well as for the specific occupational information itself. We were also most interested in the occupations (Table 8) of mothers, since there is a growing research literature on the impact of the occupation of mothers as well as fathers upon the career choice and "career commitment" of women. We used the Dictionary of Occupational Titles classification (3-digit code) to provide us with a greater degree of specificity than is usually required. These separate categories could then be merged when necessary into the larger more familiar categories of professional, managerial, sales/clerical, skilled/semi-skilled, etc.

It sometimes has been asserted that families of two-year college students tend to have a lower SES than do families of four-year college students. At least in the case of our sample this seems not true (Table 7). One half of the fathers are in the occupations related to management and administration (32.3%) or the professions (17.9%). Skilled/semi-skilled occupations employ 23.0 percent, sales/clerical 10.0 percent, service 7.5 percent and farming 4.8 percent.

Although the male students tended to be more likely to have fathers who were in management or administration (36.4% vs. 29.9% for women), there were few differences in father's occupation for men and women in our sample.

Individual occupations which were most frequently cited included managerial work (8.7%), food preparation (7.0%), and wholesale and retail managers (5.9%). The presence of the food preparation category is particularly reflective of the region from which the sample was drawn, since it has several large canning and food processing plants.

Maternal occupations (Table 8) tended to reflect national trends with regard to female employment. Nearly fifty percent of our sample (46.1%) reported that their mothers were housewives. Of mothers otherwise employed, secretarial work was the largest single category (10.9%); followed by teacher (7.7%) and registered nurse (4.6%). Seven mothers were reported to be college professors, seven were accountants and two were draftswomen.

In comparing the occupations of mothers to fathers, 16.5 percent of the mothers are professionals and 17.9 percent of the fathers. However, the women professionals are distributed mainly in traditional women's occupations. Over three-quarters of them are registered nurses or teachers below the

college level. The men are more scattered within the category, but 5.6 percent are found in the traditional male fields of medicine, law, theology and college teaching. One father was reported to be a registered nurse and 5 fathers were reported to be elementary teachers.

Within the clerical/sales category the predominance of mothers were secretaries and clerks (13.8%) while the predominance of fathers were reported to be salesmen (7.1%). One father was reported to be a secretary. It is interesting to note that sixty-one fathers were farmers, but only three mothers were reported to be farmers.

Home While in High School. Students were asked to report where they lived during their high school years. Not surprisingly, men and women reported similar living places. As Table 9 indicates 37.5 percent of the students lived in towns; 24.1 percent in cities; 21.0 percent rural areas or on farms and 17 percent in the suburbs.

GENERAL BACKGROUND TABLES

Table 1. Age (range 16-59)

	Women		Men		Total	
	N	%	N	%	N	%
16 to 17 years	16	1.9	7	1.4	23	1.9
18	281	33.1	119	24.4	400	29.9
19	270	31.8	113	23.2	383	28.6
20	83	9.8	63	12.9	147	11.0
21	35	4.1	35	7.2	70	5.2
22-24	47	5.5	68	13.9	115	8.6
25-25	34	4.0	40	8.2	74	4.5
28-33	36	4.3	23	4.7	59	4.3
34-39	20	2.3	7	1.4	27	2.1
40 or older	26	3.2	13	2.7	39	3.0
	848	100.0	488	100.0	1338	100.0

Table 2. Marital Status	N	%	N	%	N	%
Single	626	73.5	374	76.6	1000	74.6
Engaged	73	8.6	22	4.5	95	7.1
Married, no children	33	3.9	32	6.6	65	4.9
Married, w/children	85	10.0	51	10.5	136	10.1
Widowed, separated or divorced, w/o child	8	.9	3	.6	11	.8
Widowed, separated or divorced, w/child	27	3.2	6	1.2	33	2.5
	852	100.0	448	100.0	1341	100.0

Table 3. Race	N	%	N	%	N	%
American Indian	6	.7	4	.8	10	.8
Black	17	2.0	14	2.9	31	2.3
Oriental	3	.4	2	.4	5	.4
White	806	95.4	453	94.4	1259	95.0
Other	13	1.5	7	1.5	20	1.5
	845	100.0	480	100.0	1325	100.0

Table 4. Parents' Life Situation	N	%	N	%	N	%
Both living and together	642	75.7	375	77.5	1017	76.3
Divorced or separated	82	9.7	53	11.0	136	10.2
Both deceased	13	1.5	5	1.0	18	1.3
Father deceased	95	11.2	40	8.3	135	10.1
Mother deceased	16	1.9	11	2.3	27	2.0
	848	100.0	484	100.0	1333	100.0

Table 5. Fathers' Educational Attainment

	Women		Men		Total	
	N	%	N	%	N	%
None	4	.5	7	1.5	11	.8
8th Grade or less	43	5.1	23	4.8	66	5.0
Less than high school	142	16.8	96	20.0	238	18.0
High School Graduate	248	29.4	158	33.0	407	30.7
Some college	138	16.4	94	19.6	232	17.5
Bachelor's degree	137	16.2	51	10.6	188	14.2
Graduate work	16	1.9	6	1.3	22	1.7
Graduate work or Professional degree	114	13.5	44	9.2	158	11.9
Other	2	.2	0	0	2	.2
	844	100.0	479	100.0	1324	100.0

Table 6. Mothers' Educational Attainment

	N	%	N	%	N	%
None	5	.6	6	1.2	111	.8
8th Grade or less	18	2.1	9	1.9	27	2.0
Less than high school	99	11.7	71	14.7	170	12.8
High School graduate	335	39.6	220	45.5	555	41.7
Some college	187	22.1	90	18.6	278	20.9
Bachelor's degree	108	12,8	57	11.8	165	12.4
Some graduate work	19	2.2	4	.8	23	1.7
Graduate or Professional degree	74	8.7	27	5.6	101	7.6
Other	2	.2	0	0	2	0.2
	847	100.0	484	100.0	1332	100.0

Table 7. Father's Occupation

	N	%	N	%	N	%
Professional	156	19.1	73	15.8	229	17.9
Administrator/manager	244	29.9	168	36.4	412	32.3
Sales/Clerical	88	10.8	40	8.7	128	10.0
Service	64	7.8	32	6.9	96	7.5
Skilled, semi-skilled	177	21.7	119	25.8	296	23.1
Farmer, farm worker	43	5.3	18	3.9	61	4.8
Miscellaneous	45	5.5	12	2.6	57	4.5
	817	100.0	462	100.0	1279	100.0

Table 8. Mother's Occupation

	Women		Men		Total	
	N	%	N	%	N	%
Housewife	396	47.8	199	43.1	595	46.1
Professional	134	16.2	79	17.1	213	16.5
Administrator/Manager	53	6.4	34	7.4	87	6.8
Sales/Clerical	158	19.1	100	21.6	258	20.0
Service	45	5.4	31	6.7	76	5.9
Skilled/semi-skilled	35	4.2	14	3.0	49	3.8
Miscellaneous	7	.9	2	.4	9	.7
Farmer, farm worker	0	0	3	.6	3	.2
	828	100.0	462	100.0	1290	100.0

Table 9. Home Residence

	N	%	N	%	N	%
City	191	22.5	129	26.7	320	24.1
Suburb	146	17.2	81	16.7	227	17.0
Town	327	38.5	173	35.7	500	37.5
Farm	180	21.2	100	20.7	280	21.0
Other	5	.6	1	.2	6	.4
	849	100.0	484	100.0	1333	100.0

2. College Background

The next section of the report deals with demographic data concerning the students' college situation.

Distribution of Students by College. Although the sample of women students is fairly evenly divided among the four colleges (Table 10), the distribution of male students is quite uneven. College 1 does not admit men. College 2 supplied more than half the sample of male students (52.5%) while College 4 accounts for a third of the males (33.2%) and College 3 supplies the remaining sixth (14.3%). Women in the sample outnumbered men in the sample on three of the four campuses. This was a result of deliberate sampling strategy.

Campus Status. Table 11 indicates that the first year/second year break is approximately 60/40. This distribution corresponds to the students' expected date of graduation, and is equivalent to the typical class distribution in most two-year colleges. Men and women show similar distributions. However, 3.8 percent of the women list their class status as "other" compared to only 0.8 percent for the men.

Full or Part-Time Student. Table 12 indicates that most of the students in the sample attend college full-time (89.9%) with 91.8 percent of the men and 88.8 percent of the women students specifying this status. However, these figures may not reflect the true proportion of full or part-time students enrolled in the participating colleges. Since project efforts were aimed at obtaining a representative sample of students from the various programs of the colleges, only certain of the evening classes (i.e., classes more likely to contain part-time students) were surveyed.

Full or Part-Time Student. Table 12 indicates that most of the students are full-time (89.9%). Men (91.8%) are full-time students somewhat more frequently than are women students (88.8%). This also resulted from deliberate sampling since we did not seek students in part-time (i.e., night) classes.

College Finances. There are striking differences between the reported main source of educational financing for men and women students (Table 13). Twice as many men (21.2%) as women (10.9%) indicate employment is their main source. Over ten times as many men (19.3%) rely on government benefits (principally veteran's benefits) as women (1.7%). Women are almost twice as likely as men to report their parents are the main source of financing (women - 40.7%; men - 23.5%). However, this finding may be somewhat skewed in that nearly half the women (143 out of 330) reporting "parents" attend the private, residential women's college.

Other main sources of financing reported by the total sample include savings - 11.8 percent; scholarship - 11.9 percent; loans - 13.1 percent; and spouse - 3.8 percent. It should be noted that while 5.8 percent of the women report a spouse is their "main source" of financing only .2 percent of the men (1 man) indicate the main source of support is their spouse. These findings are particularly interesting in light of the fact that 13.9 percent of the women and 17.1 percent of the men are married.

Employment. Because men report a greater reliance on employment for financing their education, it is not surprising that they also report a greater number of hours working (Table 14). While 61.0 percent of the women students reportedly do not work, only 43.9 percent of the men do not work. Male students are three times as likely to work 21 to 30 hours per week as are female students and over two and a half times as likely to work over 30 hours per week.

Majors. There were 41 different programs listed by the students (Table 15). Over a third of the students were in liberal arts or general studies. Registered nursing was the next most frequently mentioned major with 14.5 percent of the women and 4.2 percent of the men. The men and women tended to follow traditional sex roles in selection of other majors. Only 2.7 percent of the business administration majors were women, while 12.2 percent of them were men. Electronics/TV attracted 5.0 percent of the men and one woman (.1%). There were no women in engineering science, but 4.6 percent of the men were in this field. On the other hand, child study enrolled 5.6 percent of the women and no men.

There was some evidence of role innovativeness on the part of both men and women. For women this was seen in majors in agricultural and technical fields and police science, as well as selected areas of health service and business and liberal arts. For men the registered nursing program was an innovative major.

Pre-college Activity. Table 16 tabulates the responses of students when asked to report their activities within the six months prior to attending their two-year college. There are several differences between the experiences of men and women. Over three-fifths of the women (61.3%) had come to the two-year college directly from high school, but less than helf of the men (46.4%) had followed this route. While 19.0 percent of the women worked full-time prior to matriculation, this figure was 30.5 percent for men. Only four of the women (.5%) had been in the military compared to 8.7 percent of the men. Women, on the other hand, were the only people who reported coming to the two-year college after a period of homemaking (9.0%).

Similar percentages of men (7.6%) and women (6.1%) reported attending another college prior to attending their present two-year college. This implies transfer into instead of out of the two-year college.

These two-year college students tend to be distinguished from their four-year college counterparts by the extent of full-time employment and, for women, by homemaking activities.

College Residence. The residential characteristics of two of the four colleges predisposed the data toward a higher percentage of dormitory residence (see Table 17) and account for many of the differences between men and women. College 1 is a women's school and entirely residential.

College 2 is largely residential while the other schools are primarily commuter colleges. Twice as many men (48.8%) as women (24.6%) listed parents' home as place of college residence. Other frequently mentioned places for both men and women are apartments (16.5%) and with spouse (15.5%).

Reasons for Selecting this College. The literature indicates that two-year college students tend to have somewhat different reasons for selecting their colleges than do four-year college students. To explore this we asked students to rank order the three most important reasons they had for selecting the college they were attending.

As Table 18 indicates over the whole sample the three primary reasons were: 1) tuition; 2) closeness to home; and 3) special courses. Although men and women agreed on the top three reasons, their rankings differed. For women, closeness to home had the highest ranking followed by special courses and tuition. For men, tuition was the most important reason, followed by closeness to home and quite distantly by special courses.

Women frequently mentioned some reason other than those listed. In fact, the "other" response ranked fourth in the women's choice of a most important reason. Among the other reasons cited were "size", "location", and "parents wanted me to."

Applications to Other Schools. Another interesting finding related to the reasons for selecting a particular college is the fact that 47.7 percent of the students reported they had applied to no other college (Table 19). Men (51.8%) were somewhat more likely not to have applied elsewhere than were women (45.3%). Those applications that were filed elsewhere were fairly evenly split between two and four-year institutions. Men were more likely to apply to four-year schools; women were more likely to apply to two-year schools.

2. COLLEGE BACKGROUND TABLES

Table 10. Distribution of Students by College

	Women		Men		Total	
	N	%	N	%	N	%
College 1	201	23.6	0	0	201	15.1
College 2	237	27.8	256	52.5	493	36.8
College 3	170	20.0	70	14.3	240	17.4
College 4	244	28.6	162	33.2	406	30.3
	852	100.0	488	100.0	1340	100.0

Table 11. Class Status

	N	%	N	%	N	%
First Year	503	59.2	281	58.9	784	59.1
Second Year	314	37.0	192	40.3	506	38.2
Other	32	3.8	4	.8	36	2.7
	849	100.0	477	100.0	1326	100.0

Table 12. Full or Part-Time Student

	N	%	N	%	N	%
Full-time	754	88.8	447	91.8	1201	89.9
Part-time	95	11.2	40	8.2	135	10.1
	849	100.0	487	100.0	1336	100.0

Table 13. College Finances

	N	%	N	%	N	%
Employment	88	10.9	94	21.1	182	14.5
Savings	82	10.2	66	14.8	148	11.8
Gov't. Benefits	14	1.7	86	19.3	100	8.0
Scholarship	107	13.2	42	9.4	149	11.9
Loams	115	14.2	50	11.2	165	13.1
Parents	330	40.7	105	23.5	435	34.6
Spouse	47	5.8	1	.2	48	3.8
Other	28	3.5	2	.4	30	2.4
	811	100.0	446	100.0	1257	100.0

Table 14. Employment

Hours Per Week	Women N	Women %	Men N	Men %	Total N	Total %
None	520	61.0	214	43.9	734	54.7
1 to 10 hours	135	15.8	60	12.3	195	14.6
11 to 20 hours	97	11.4	72	14.8	169	12.6
21 to 30 hours	46	5.4	70	14.3	116	8.7
More than 30 Hours	54	6.3	72	14.8	126	9.4
	852	100.0	488	100.0	1340	100.0

Table 15. Majors

Aggregate Liberal Arts

	Women N	Women %	Men N	Men %	Total N	Total %
Liberal Arts	223	26.9	153	32.1	378	28.9
General Studies	49	5.9	26	5.5	75	5.7
Journalism	24	2.9	5	1.0	29	2.2
Arch. Design	0	.0	2	.4	2	.3
Art	17	2.1	1	.2	18	1.4
Fashion Design	4	0.5	0	.0	4	.3
Performing Arts	5	0.6	0	.0	5	.4
	322	38.9	187	38.9	509	39.0

Agricultural and Technical

	N	%	N	%	N	%
Ag. Engineering	2	.2	2	.4	4	.3
Ag. Science	3	.4	2	.4	5	.4
Agronomy	1	.1	0	.0	1	.1
Dairy Husgandry	1	.1	0	.0	1	.1
Dairy Science	3	.4	0	.0	3	.2
Horse Science	10	1.2	0	.0	10	.8
Horticulture	9	1.1	0	.0	9	.7
Conservation	7	.8	15	3.1	22	1.7
Auto Tech.	0	.0	13	2.7	13	1.0
Construc. Tech.	2	.2	11	2.3	13	1.0
Drafting/Design	0	.0	2	.4	2	.2
Electronics/TV	1	.1	24	5.0	25	1.9
Eng. Science	0	.0	22	4.6	22	1.7
Food Processing Tech.	6	.7	1	.2	7	.5
Industrial Eng. Tech	0	.0	1	.2	1	.1
Mechanical Tech.	0	.0	11	2.3	11	.8
Plastics Tech.	0	.0	1	.2	1	.1
Scientific Lab. Tech.	2	.2	3	.6	5	.4
	47	5.5	108	22.5	155	12.0

Business

	Women		Men		Total	
	N	%	N	%	N	%
Accounting	20	2.4	26	5.5	46	3.5
Bus. Admin.	22	2.7	58	12.2	80	6.1
Bus. Mgmt. (cert)	1	.1	6	1.3	7	.5
Secretarial	84	10.1	0	.0	84	6.4
Data Processing	8	1.0	5	1.0	13	1.0
Marketing Mgmt.	1	.1	0	.0	1	.1
Retail Merch.	19	2.3	0	.0	19	1.5
	155	18.7	95	20.0	250	19.1

Health Services

	N	%	N	%	N	%
Registered Nurse	120	14.5	20	4.2	140	10.7
LPN	33	4.0	0	.0	33	2.5
Med. Lab. Tech	30	3.6	8	1.7	38	2.9
Environ. Sci.	4	0.5	4	.8	8	.5
	187	22.6	32	6.7	29	16.6

Human Services

	N	%	N	%	N	%
Human Services	41	5.0	12	2.5	53	4.1
Pre-School Educ.	1	.1	0	.0	1	.1
Child Study	46	5.6	0	.0	46	3.4
PE/Recreation	26	3.1	16	3.4	42	3.2
Police Science	4	.5	27	5.7	31	2.4
	118	14.3	55	11.6	173	13.2
TOTALS	829	100.0	477	100.0	1306	100.0

Table 16. Pre-College Activity

	Women		Men		Total	
	N	%	N	%	N	%
High School Only	521	61.3	225	46.4	746	55.9
Attending another college	52	6.1	37	7.6	89	6.7
Military	4	0.5	42	8.7	46	3.4
Homemaking	76	9.0	0	.0	76	5.7
Full-time employment	161	19.0	148	30.5	310	23.2
Unemployed	15	1.8	26	5.4	41	3.1
Other	20	2.3	7	1.4	27	2.0
	849	100.0	485	100.0	1334	100.0

Table 17. College Residence

	Women		Men		Total	
	N	%	N	%	N	%
Dormitory	353	41.1	61	12.6	415	31.0
Apartment	131	15.4	90	18.5	221	16.5
Rooming House	18	2.1	15	3.1	33	2.5
Fraternity/ Sorority	2	0.2	0	.0	2	.1
Association/Coop.	6	0.7	4	.8	10	.7
Parents	210	24.6	237	48.8	447	33.4
Spouse	130	15.3	78	16.0	208	15.5
Other	2	0.2	1	.2	3	.2
	852	100.0	486	100.0	1339	100.0

Table 18. Reasons for Selecting College

	Reason 1 Women/Men	Reason 2 Women/Men	Reason 3 Women/Men	Total Women/Men	Rank Women/Men	Aggregate Rank
Tuition	171/150	135/79	108/53	414/282	3/1	1
Living Costs	8/20	67/74	71/40	146/134	6/4	6
Close to Home	133/79	166/82	142/83	441/244	1/2	2
Spec. Courses	254/83	96/30	70/31	420/144	2/3	3
H.S. Couns. rec.	11/7	17/10	18/29	46/46	10/8	9
H.S. Teach. rec.	30/7	59/19	45/22	133/48	8/7	7
Reputation	54/26	88/50	90/35	232/111	5/5	5
Admission	58/44	86/41	95/46	239/131	4/5	4
Fin. Aid	23/8	21/14	30/17	74/39	9/9	10
Other	69/5	30/3	36/1	135/9	7/10	8
	813/431	774/403	713/361			

Table 19. Applications to Other Schools

	Women		Men		Total	
	N	%	N	%	N	%
No other	386	45.3	253	51.8	639	47.7
Business School	28	3.3	5	1.0	33	2.5
Nursing School	50	5.9	5	1.0	55	4.1
Trade School	9	1.1	23	4.7	32	2.4
Other 2-yr. col.	209	24.5	80	16.4	289	21.6
Ag/Tech College	128	15.0	60	12.3	188	14.0
Private 4-yr. col.	99	11.6	66	13.5	165	12.3
Public 4-yr. col.	161	18.9	109	22.3	271	20.2

B. Plans for Labor Force Participation

This section deals with the career plans of students in the two-year college. The main areas investigated were patterns of work, career choice and salient factors of career choice, employment seeking behaviors, and salary expectations. As in the previous section, differences between male and female students are highlighted. Differences by college are also noted where appropriate.

We were also interested in what differences, if any, existed among women who had chosen careers categorized on a scale from traditional to innovative.

2. Factors Related to Career Choice

Occupational Choices

Over half of both the women (68.5%) and men (54.4%) had chosen occupations in the professional categories (Table 20). Another quarter of the men and 13.7 percent of the women were planning administrative/managerial careers, while 13.3 percent of the women and only 3.0 percent of the men indicated interest in clerical/sales opportunities.

The within-category choices for men and women indicate even greater differences. For example, although a smaller proportion of men had chosen "professional" occupations, 14.8 percent of the men selected engineering or architecture for careers, while a scant 0.8 percent of the women chose careers in these fields. For women, the specific occupations most frequently chosen were registered nurse (21.3%) and teacher (below college level 20.4%), thereby accounting for almost two-thirds of the women with professional career choices. These same occupations attracted only 4.3 percent (registered nurse) and 9.1 percent (below college teaching) of the men respectively.

Students Undecided on Occupational Choice

As Table 21 indicates 15.1 percent of the women and 18.2 percent of the men were undecided about their future occupation. This is a sizeable proportion of the sample and supports previous research regarding the uncertainty of many two-year college students.

Salient Factors in Career Choice

Men and women had quite similar reasons for selecting their career choice with two exceptions (Table 22). For both women and men a chance to

utilize special interests was the number one reason. However, for men "high salary" was a very close second choice, while women rated high salary only seventh. The women's second most popular reason for career choice was "opportunity to work with people," a factor which men rated sixth.

Both men and women rated security, "chance to use my particular abilities," and "chance to be helpful to others" in the middle range, with "high prestige" and "freedom from supervision" the least chosen alternatives.

Plans for Fifteen Years Hence (Women only)

Table 23 presents the plans of women students for fifteen years in the future. At Colleges 2, 3 and 4, roughly three-quarters of the women plan to be working. At College 1, the only private institution in our sample, this figure drops to 53.2 percent. Over a third of the women at College 1 plan to be full-time homemakers, an occupation which only 16-19 percent of the women at the other three schools plan to follow.

In accordance with traditional role patterns, the men of our sample (not included in Table 23) intend to be working full-time (over 99% of the men).

Plans for Future (Women Only)

Men are not included in the data in Table 24, for their plans are essentially for continuous full-time employment, although a few indicated educational plans in the short term (five or ten year period).

The vast majority of women also plan to work full-time, but the percentage of women planning to work drops from 91.0 percent for five years hence to 67.1 percent and 69.2 percent for the 10 and 15 year periods. This decrease in working is counterbalanced by an increase in plans for full-time homemaking.

Anticipated Work Pattern (Women Only)

The commitment of women to continuous full-time employment also is apparent in the work pattern data shown in Table 25. Only at College 1 does the percentage of women planning uninterrupted participation in the labor force approach Epstein's (1972) finding of 48 percent. The others have substantially more women planning such a pattern.

This is not consistent with their family plans, however. Only 11 percent of the women plan to return to work as soon as possible after the

birth of a child (Table 37) and 68 percent of them plan to wait until their youngest child is in kindergarten or 1st grade before returning to work. Many women seem to have family and work plans which conflict but which they have not compared or combined (Tables 23, 24, 25, 34, 35, 36, 37).

Information on Salaries

Students were asked to provide their expected starting salary (Table 26) and this was compared with the median actual starting salary for that occupation as provided by the Occupational Outlook Handbook. Women at all schools underestimated their beginning salary, although our measure of "actual" was probably also low.

Men on the other hand, overestimated their starting salary by an average of $856. Although men were more willing to guess at an anticipated salary than were women, even so 18.4 percent of them did not answer this question compared to almost a third of the women (31.2%) who did not indicate an anticipated starting salary.

Preferred Employer

The two most preferred employers (Table 27) are educational institutions and health care facilities. While businesses of all sizes and the government attract only a combined total of 31.4 percent of the women (it should be noted that women with innovative career choices have very different preferences than the total women's sample), 63.8 percent of the men prefer them as employers.

Almost three times as many men as women prefer to be self-employed. Apparently this has little to do with "freedom from supervision" offered by self-employment because neither men nor women rated this highly as a reason for selecting their job.

Anticipated Ease in Finding a Job

There are few differences between men and women's perceptions of the ease of finding a first job (Table 28). Slightly more of the students feel it will be either very or fairly easy, than anticipate difficulty.

Job-Hunting Technique/Service

Tables 29 and 30 provide information on the students' estimated effectiveness for various job hunting techniques. Overall students expect that direct contacts with employers through letters and resumes, visits to employers or on-campus interviews will be most effective. Men (11.6%) show

a greater reliance on campus interviewers than do women (4.4%) but this may be a reflection of the men's preference for business, industry and government employers who typically recruit on campus.

Roughtly a tenth of the students see college placement services as an effective job-hunting service. As the detail in Table 30 indicates, there are differences between schools. College 1's placement service was considered an effective technique by over a fifth of the women. However, this rating may be a result of publicity surrounding the establishment of such an office rather than a true evaluation of the service, for there had been no college placement service previously.

Expected Residence Five Years Hence

Table 31 indicates that nearly a third of the students expect to live in their home towns five years from now. This supports the idea that two-year colleges are community colleges serving the needs of their immediate geographic areas.

Sources of Satisfaction in Life

As Table 32 indicates, men and women have few differences in their overall expected sources of satisfaction in life. For women, family is most frequently the first of the three choices and career is the second most frequent, while men reverse this order. However, the differences are slight. The aggregate of men and women indicated that family was the most popular first choice reason and career the next most popular reason. Friends and recreation were other frequently chosen sources of satisfaction. The least popular source of satisfaction for all students was participation in an activity directed toward national or international betterment.

Planned Highest Degree

The differences between men and women's highest planned degree shown in Table 33 are not surprising given the different occupational choices we have already noted. Men are choosing professional careers that require at least a bachelor's degree and consequently 74.3 percent plan to obtain at least that. A third of the women plan to stop with an associates degree while another 5.7 percent plan to get no degree at all or a certificate.

It is interesting to note that the women with innovative career choices are no less likely than the women as a whole to set an associate degree as their highest educational goal, but with respect to planning to receive doctorates or professional degrees they vary considerably from the total women's sample.

TABLES ON FACTORS RELATED TO CAREER CHOICE

Table 20. Students' Occupational Choice

	Women		Men		Total	
	N	%	N	%	N	%
Professional	495	68.5	217	54.4	712	63.5
Administrative/Manager	99	13.7	100	25.1	199	17.7
Clerical/Sales	96	13.3	12	3.0	108	9.6
Service	8	1.1	30	7.5	38	3.4
Farming	16	2.2	13	3.3	29	2.6
Skilled/Semi-skilled	3	0.4	26	6.5	29	2.6
Miscellaneous	6	0.8	1	0.3	7	.6
	723	100.0	339	100.0	1122	100.0

Table 21. Students Undecided on Occupational Choice

	Women		Men		Total	
	N	%	N	%	N	%
Undecided	109	12.8	84	17.3	193	14.4

Table 22. Salient Factors in Career Choice

	Choice 1 WOMEN/MEN	Choice 2 WOMEN/MEN	Choice 3 WOMEN/MEN	TOTAL WOMEN/MEN	Rank WOMEN/MEN	Aggregate RANK
High Salary	45/59	52/62	69/61	166/243	7/2	6
Opportunity to work with people	143/34	134/49	114/40	391/123	2/6	3
Opportunity for advancement	21/22	37/28	46/45	104/95	9/9	9
Steady work/ security	74/55	90/56	118/66	282/177	5/3	5
Pleasant working conditions	25/21	46/41	68/49	139/111	8/7	8
Permits use of creativity	47/33	79/35	56/30	182/98	6/8	7
Chance to use my particular abilities	82/43	132/66	93/51	307/160	4/4	4
Freedom from supervision	3/13	9/19	18/25	30/57	10/10	10
High prestige	0/0	2/4	8/8	10/12	11/11	11
Fits my special interests	242/127	125/67	128/61	495/255	1/1	1
	830/476	827/474	822/470			

Table 23. Plans for Fifteen Years Hence (Women Only)

	College 1	College 2	College 3	College 4	TOTAL
Full-time work	53.2	75.7	73.2	73.4	69.2
Part-time work and homemaking	9.9	6.3	7.2	8.0	7.8
Education	.6	0	.7	.5	.4
Part-time work	0	.5	0	.5	.3
Homemaking, no job	36.3	17.5	19.0	16.0	21.9
Other	0	0	0	1.6	.4
N = 816	100.0	100.0	100.0	100.0	100.0

Table 24. Plans for Future (all colleges combined - women only)

	5 Years from Present	10 Years from Present	15 Years from Present
Homemaking, with no other job	7.8	26.5	21.9
Part-time job	.2	.1	.3
Education	8.2	1.3	.4
Homemaking and part-time job	2.3	5.1	7.8
Full-time job	81.0	67.1	69.2
Other	.4	0	.4
	100.0	100.0	100.0
	N = 816	N = 771	N = 718

Table 25. Anticipated Work Pattern (Plans for Five, ten and fifteen years from Present - Women only)**

5-10-15	College 1 (N=138) %	College 2 (N=163) %	College 3 (N=121) %	College 4 (N=143) %	TOTAL %
WWW	48.6	74.8	61.2	69.2	64.1
WHW	8.7	5.5	8.3	6.3	7.1
WWH	10.1	3.7	6.6	2.8	5.7
WHH	24.6	11.0	9.9	12.6	14.5
HHH	4.3	3.1	6.6	1.4	3.7
HHW	2.2	1.2	2.5	2.8	2.1
HWW	1.4	.6	5.0	4.9	2.8
	100.0	100.0	100.0	100.0	100.0

N = 565

*5-10-15 column contains the answers to "What do you expect to be doing 5 years from now? Ten years from now? Fifteen years from now?"

**Only those women who answered for all three time periods are included in this table. (33.8% of the women did not answer for all three.)

W - full-time work, with or without homemaking

H - homemaking and no other job

Table 26. Salary Information

	Anticipated Starting Salary	"Real"* Starting Salary	Difference	Percentage not Responding to this question
Women	$7960	$8373	-413	18.4%
Men	$9816	$8960	+856	21.2%
Total	$8711	$8511	+200	26.6%

*"Real" annual beginning salaries for the students' occupational choices were obtained from the Occupational Outlook Handbook. Mean beginning salaries were used except in cases in which the Handbook gave a range of beginning salaries, in which case the median beginning salary was used. Most estimates of salaries in the Handbook are based on 1969 or 1970 figures.

Table 27. Preferred Employer

	Women		Men		Total	
	N	%	N	%	N	%
Own business	37	4.5	61	12.8	98	7.5
Small (less than 50 employees)	50	6.0	50	10.5	100	7.7
Medium or large (more than 50 employees)	109	13.2	111	23.3	220	16.9
Educational Institution	185	22.4	67	14.0	252	19.4
Social service Agency	77	9.3	25	5.2	102	7.8
Government	61	7.4	82	17.2	143	11.0
Professional Office	81	9.8	23	4.8	104	8.0
Health Care facility	204	24.8	37	7,8	242	18.5
Other	22	2.7	21	4.4	43	3.3
	827	100.0	477	100.0	1304	100.0

Table 28. Anticipated Ease in Finding Job

	Women		Men		Total	
	N	%	N	%	N	%
Very easy	50	6.0	55	11.5	105	8.0
Fairly easy	394	47.4	201	41.9	595	45.3
Fairly difficult	335	40.3	183	38.1	518	39.5
Very difficult	53	6.4	41	8.5	95	7.2
	832	100.0	489	100.0	1313	100.0

Table 29. Job-Hunting Technique/Service Expected to be Most Effective

	Women		Men		Total	
	N	%	N	%	N	%
On-Campus Interviews	37	4.4	55	11.6	92	7.0
College placement services	104	12.5	50	10.5	154	11.8
Contacts through parents and friends	71	8.5	37	7.8	108	8.3
State employment office	28	3.4	32	6.7	60	4.6
Newspaper ads	20	2.4	3	.6	23	1.8
Letters and resumes	224	26.9	102	21.5	326	25.0
Visit employers	236	28.3	115	24.2	351	26.8
College faculty	49	5.9	15	3.2	64	4.9
Plan to be self-employed	27	3.2	45	9.5	72	5.5
Already have job	37	4.4	21	4.4	58	4.4
	833	100.0	475	100.0	1308	100.0

Table 30. Expected Effectiveness of College Placement Services by College

	Women		Men		Total	
	N	%	N	%	N	%
College 1	42	21.0	0	.0	42	21.2
College 2	22	9.5	29	11.6	51	10.6
College 3	16	9.6	6	8.8	22	9.4
College 4	24	10.3	15	9.5	39	9.9
	104	12.5	50	10.5	154	11.8

Table 31. Expected Residence Five Years Hence

	Women		Men		Total	
	N	%	N	%	N	%
Hometown	256	31.2	160	34.9	416	32.5
Other	565	68.8	298	65.1	864	67.5
	821	100.0	458	100.0	1280	100.0

Table 32. Expected Greatest Sources of Satisfaction in Life

	Source 1 Women/Men	Source 2 Women/Men	Source 3 Women/Men	Total Women/Men	Rank Women/Men	Aggregate Rank
Lit., Art, Music	45/39	77/31	123/50	245/120	5/5	5
Career	183/108	288/147	160/84	631/339	2/1	2
Family	454/186	153/77	57/46	664/309	1/2	1
Recreation	41/51	83/74	165/98	289/223	4/4	4
Religion	30/27	28/15	27/16	85/58	6/7	6
Civic participation	4/8	17/14	49/37	70/59	7/6	7
Activities for national or international betterment	12/10	19/10	36/16	67/36	8/8	8
Friends	75/45	173/102	191/105	436/252	3/3	3
Other	2/1	3/	2/	7/1	9/9	9
	843/475	841/470	810/452			

Table 33. Planned Highest Degree

	Women		Men		Total	
	N	%	N	%	N	%
None	13	1.5	12	2.5	25	1.9
Certificate	35	4.2	5	1.0	40	3.0
Associates	284	33.8	108	22.2	392	29.6
Bachelors	259	30.9	197	40.5	456	34.4
Masters	179	21.3	97	20.0	276	20.8
Ph.d. or Ed.D.	34	3.9	37	7.6	71	5.4
Professional	36	4.3	30	6.2	66	5.0
	840	100.0	486	100.0	1326	100.0

2. Marriage and Family Plans

In this section women students were asked to respond directly to various questions regarding their marital and family plans. Male students were asked to respond to some of the same questions with regard to a projected wife's activities as well as their own preferences.

Marriage Plans. As Table 34 indicates, men and women have similar marriage plans. Almost three-quarters of the students prefer to complete their present program (26.5%), complete all their education (21.1%) or work for two years after completing their education (25.2%) before marrying. The remaining students (27.2%) are already married, will marry before completing their present program or do not plan to marry.

Family Size. There are considerable differences between men and women students' planned family size (Table 35). The most popular number of children for both men and women is two. However, almost an equal proportion of women plan to have more than two children (44.8%) while only 30.9 percent of the men want more than two children. Women with innovative career choices follow the male pattern of preference for smaller families.

Expectations for Wife Working. Table 36 reports the information gathered in response to a question about women's plans for work after marriage. Women were requested to answer with their expectations for themselves working; men were asked to answer with their expectations for their wives.

There are considerable differences between men's and women's expectations. Almost all women (94.4%) plan to work after marriage, but 22.6 percent of the men expect their wives won't work and only 67.9 percent are certain their wives will work. These varied expectations are also evident for the period after children are born. While 52.5 percent of the women plan to work after children, only 26.9 percent of the men expect to have working wives once children are born.

When Wife Will Return to Work. Differences between men and women in expectations are not as pronounced on the question of when a wife should return to work (Table 37). About two-thirds of the students would have the wife wait until the youngest child is at least in kindergarten before returning to work. Only 11.1 percent of the women plan to work as soon as possible. This small number contradicts the projected continuous work patterns previously reported.

Tables on Marriage and Family Plans

Table 34. Marriage Plans

	Women		Men		Total	
	N	%	N	%	N	%
Do not plan to marry	43	5.2	24	5.1	67	5.1
Already married	118	14.2	86	18.3	204	15.7
Marry before completing present program	55	6.6	28	5.9	83	6.4
Prefer to marry after completing present program	221	26.6	124	26.3	345	26.5
Prefer to marry after completing all education	179	21.5	96	20.4	275	21.1
Prefer to work at least 2 years after completing all education before marrying	216	25.9	113	24.0	329	25.2
	832	100.0	471	100.0	1303	100.0

Table 35. Size of Family

	Women		Men		Total	
	N	%	N	%	N	%
No Children	64	7.7	43	9.3	107	8.4
One Child	18	2.2	26	5.6	44	3.4
Two Children	370	45.3	250	54.1	620	48.4
Three Children	217	26.6	100	21.6	317	24.8
Four or more Children	149	18.2	43	9.3	192	15.0
	818	100.0	462	100.0	1280	100.0

Table 36. Expectations for Wife Working*

	Women		Men		Total	
	N	%	N	%	N	%
Wife working after marriage before children						
Yes	766	94.4	319	67.9	1085	84.7
No	16	2.0	45	9.6	61	4.8
Undecided	29	3.6	106	22.6	135	10.5
	811	100.0	470	100.0	1281	100.0
Wife Working after Children						
Yes	428	52.5	125	26.9	553	43.2
No	147	18.1	166	35.8	313	24.5
Undecided	240	29.5	173	37.3	413	32.3
	815	100.0	464	100.0	1279	100.0

*Women answered for themselves, men answered with their expectations for their wife.

Table 37. When Wife Will Return to Work After Children

	Women		Men		Total	
	N	%	N	%	N	%
As soon as possible	89	11.1	33	7.4	122	9.8
Youngest in nursery school	167	20.8	62	13.8	229	18.3
Youngest in kindergarten or 1st grade	360	44.9	180	40.2	540	43.2
Youngest in junior high school	111	13.8	73	16.3	184	14.7
Youngest in high school	39	4.9	29	6.5	68	5.4
After children have left home	22	2.7	9	2.0	31	2.5
Wife will not work	14	1.7	62	13.8	76	6.1
	802	100.0	448	100.0	1250	100.0

3. Innovativeness of Career Choice

The innovation categories were derived by coding the women's occupational choices according to the percentage of women employed in the occupation nationally, based on U.S. Census figures for 1970. Using this procedure, the following categories were developed:

a) innovative: 0 to 40 percent women in the occupation (includes lawyer, physician, engineer, psychiatrist)

b) moderate: 41 to 70 percent women in the occupation (includes salesperson, bookkeeper)

c) traditional: 71 to 100 percent women in the occupation (includes nurse, elementary teacher, secretary)

An undecided category was derived from the student's response to a specific question regarding the definiteness of her career choice. It is included below in order to account for all occupational situations, but is not part of the innovativeness scale.

Innovativeness by College

Table 38 indicates the proportion of women who are innovative in their career choices by college. The largest proportion of "innovators" is at the ag. and tech. college; the smallest is at the smaller of the two multipurpose community colleges. Women from these two schools also differ markedly in their plans to remain in their home towns (Table 31), with more ag. and tech. women planning to leave their home towns (81% versus 54% at the community college), suggesting that women at a local community-oriented college may tend less toward innovation in their career choices.

Profile: Women with Innovative and Traditional Career Choices

Table 39 contrasts the innovator with the traditionalist on a series of demographic and employment variables. Many of the differences are statistically significant and have been specifically noted.

Women with a traditional career choice tend to be single (68.3%), engaged (10.8%), or married with children (13.1%). Three-quarters of them are under 21, but 15.6 percent of them are 25 or older. The most popular majors for traditionalists are in health science (40.7%) with another fifth of them in liberal arts. Almost a third of these women either were working full-time or homemaking during the six months prior to entering college, while most of the remaining women (58.8%) had been in high school.

Most of these women do not work (62%) which is a characteristic they share with women with innovative career choices; as is their reliance on parents (40.0%) as the principal means of support while in college. The traditionalists have parents with similar levels of education. About 42% of them have parents with better than a high school education. The occupations of parents of both innovators and traditionalists are similar. Fathers are professionals (17.1%), administrators (32.1%), or semi-skilled workers (22.2%). Mothers are housewives (47.3%), sales and clerical workers (20.3%), or professionals (15.3%).

The traditionalists chose their college because of its closeness to home or the special courses it offered. They tend to report college grades in the B/C range (63.7%). Almost a third of them made their career choices prior to their junior year in high school, and another third made their decision during their last two years in high school. Their most frequent first reasons for selecting their career choices were "chance to be helpful" (21.5%), "its special interests" (25.6%), and "chance to work with people" (19.3%) which complements their preferred employers - hospitals and health facilities (40.0%) and educational institutions (24.2%).

Over two-thirds of the traditionalists plan on obtaining an associate (41.0%) or a bachelor's (29.3%) degree, and almost sixty percent of these women list family as their primary source of life satisfaction. Well over a third of them (37.9%) have not met with a counselor this year, while 47.8 percent have met with him/her once or twice. Just over half of them have met with their faculty advisor once or twice a semester, but a fifth of them have not met with him/her at all. They generally report they know the faculty better than counselors or they know both equally well. This same pattern holds for women with innovative career choices (although they are slightly more likely to report they know counselors well).

Both traditionalists and innovators indicate similar levels of positive satisfaction with counselors (68.9%) in general, but 39.8 percent of the traditionalists have no opinion on whether counselors can be helpful with career and educational decisions.

The women with traditional career choices generally have the same configuration of problems as the total women's sample. They tended to report "no problem" more frequently than the total group and "major" problems less frequently.

Only 3.3 percent of them never plan to marry, while 14.2 percent of them are already married and 74.0 percent plan to at least finish their current education before marrying. They plan to have moderate to large size families (44.8% want 3 or more children), but most of them (94.4%) plan to work before their children are born and they reflect the total women's sample in that 52.5% percent of them will work after the birth of their children.

Women with innovative career choices have a somewhat different profile. In some areas the picture is similar to the profile for men, in others they differ from both the men's and total women's sample. Most of these women are single (83.6%) or engaged (6.3%) and 84.7 percent of them are under 21. Almost half of them are liberal arts majors with the next most frequent major being in the agricultural and technical fields. Over half of them have parents with more than a high school education.

Innovators are good students. Some 42.1 percent of them report a B+ or better average. They come to their present school directly from high school (67.0%) or from some other college (7.4%). Their reasons for selecting this school are special programs (38.8%), tuition (18.5%), and reputation of the school (9.0%).

Most of the innovators have only recently made a career choice (86.4% since 11th grade). Their reasons for selecting this career were because it fits special interests (38.0%) and permits creativity (11.2%). They were the only subgroup who indicated creativity as a major factor in career choice. Their preferred employers followed the male preference for business and industry, showing little interest in either educational institutions or health care facilities as employers.

Innovators are also similar to the males in our sample in their desire for education beyond the Associate degree. Almost forty percent of these women plan to obtain a Masters degree or higher, and another 29.2 percent plan on earning a Bachelor's degree.

Although innovators like traditionalists rate family as their number one source of satisfaction in life, in the aggregate of their three sources, career was mentioned most frequently as one of the choices. Innovators also gave a relatively high aggregate rating to literature, art, and music.

One area where innovators varied from both the total sample and other women studied was with regard to specific problems they had encountered during the past year. Over third of them (36.5%) indicated having had some or a major problem with their major. Ten percent of them had found vocational choice to be a major problem, while another 29.9 percent of them had had some problem in this area. Innovators were the principal subgroup we found who had a problem with college rules (19.8% - some problem; 12.3% - major problem). With such a substantial proportion of these women finding difficulty in this area, it would be interesting to find out which specific rules students found to be a problem, and counselors should be alerted to the fact that innovators are having difficulty with college rules. Innovators also had difficulty with college services. Our data do not specify which services were found to be a problem. Innovators rated the helpfulness of college counselors slightly higher than the traditionalist, but 9.8 percent of the innovators did not find the counselor helpful at all.

Thirty percent of the women with innovative career choices plan to postpone marriage until they have completed all their education and worked two years. Since these women are generally planning on more education than the traditional women, this means they are planning on waiting longer to marry. They also are more likely to plan never to marry (8.6%). The innovators' plans for children correspond more to the men than to the other women in our sample. Half of them plan to have two children; 13.9 percent of them plan to have no children; and only 9.4 percent of them plan to have four or more children. Similar to the total women's sample, most all of them plan to work after marriage, and sixty percent of them plan to work after children are born. Innovators plan to return to work sooner after the birth of a child; 17.7 percent said they'd return as soon as possible.

As these profiles have illustrated women with traditional career choices differ considerably from women with innovative career choices. Counselors will need to take these different life plans, values, and interests into account when working with women. They also should become sensitive to the problems the innovative women feel they face and aid, wherever possible, in eliminating problem areas. It is particularly troubling that innovators who are good students seem to be experiencing so many problems at their colleges.

Table 38. Innovativeness of Career Choice

	College 1	College 2	College 3	College 4	TOTAL
Undecided	24.5%	5.9%	8.8%	22.5%	15.6%
Traditional	45.4	57.4	45.3	50.0	50.1
Moderate	10.0	17.3	6.5	12.7	12.1
Innovative	20.0	19.4	39.4	14.8	22.2
TOTAL	100.0	100.0	100.0	100.0	100.0

Table 39. Comparison of Women with Traditional and Innovative Career Choices for Selected Variables

	Traditional Career Choice (N=426)	Innovative Career Choice (N=190)
Marital Status**		
Single	68.3%	83.6%
Married with Children	13.1	3.2
Age		
Under 21	73.0	84.7
Major**		
Liberal Arts	21.8	49.5
Agric. & Tech.	3.1	13.4
Health Areas	40.7	3.2
Employment		
Do not Work	62.0	64.7
Work 11 or more hours per week	24.7	16.8
Major Source of Educational Financing		
Parents	40.0	40.1
Father's Education		
More than high school graduate	42.2	54.1
Mother's Education		
More than high school graduate	43.2	50.1
Mother's Occupation		
Housewife	47.3	47.3
College Grades**		
B+ or Better	27.4	42.1
C to B Average	63.7	50.6
Reasons for Attending Chosen College**		
Listed closeness to home as 1st, 2nd, or 3rd reasons	61.5	42.1

**Differences between innovators and traditionalists significant at .01 level.

*Differences significant at .05 level.

Table 39 (Cont'd.)

	Traditional Career Choice (N=426)	Innovative Career Choice (N=190)
Time when decided on Occupational Choice**		
Since 11th Grade	70.0	86.4
1st Reason for Occupational Choice**		
Chance to work with people	19.3	7.0
Chance to be helpful	21.5	12.3
Fits special interests	25.6	38.0
Permits creativity	1.9	11.2
Preferred Employer**		
Own business	1.0	9.2
Small business	2.4	14.1
Medium/large business	7.7	30.8
Educational Institution	24.2	8.6
Government Service	4.5	15.1
Hospital or health facility	40.0	3.2
Highest Planned Degree*		
Associate degree	41.0	31.2
Bachelor's degree	29.3	29.1
Ph.D. or Ed.D.	1.2	6.3
Professional degree (law, medicine)	2.6	12.2
Major Source of Satisfaction in Life (1st choice)**		
Career	19.5	27.4
Family	59.3	47.9
Aggregate Source of Satisfaction in Life (mentioned as 1, 2, 3 choice)		
Literature, Art or Music	23.5	33.5
Career	78.8	80.5
Family	84.7	72.5
Problem Areas		
Major (some or major problem)	28.4	36.5
Graduation**	36.8	24.6
Vocational Choice**	26.5	40.1
College Rules**	19.0	32.1
College Service*	22.7	31.8
Marriage Plans**		
Do not plan to marry	3.3	8.6
Already married	17.2	7.5
Size of Family**		
No children	5.1	13.9
Two children	43.9	50.0
Four or more children	21.4	9.4
Work After Children		
Plan to work after children	49.3	59.5
Return to Work as soon as possible after birth of child	9.7	17.7

**Differences between innovators and traditionalists significant at .01 level.

*Differences significant at .05 level.

C. Perceptions of Counseling

The following section presents some of the data uncovered in the study related to areas in counseling. The interpretation of these findings should be received in full view of the characteristics of the sample. Specifically, 853 females and 488 males participated in the study; furthermore, only females were included in the portion of our sample taken from College 1. Except for the instances where specific comparisons between the sexes are drawn or where empirical differences between the sexes were found, the ensuing discussion includes findings pertaining to the combined or total sample. The reason for this is to promote greater generalizability of the findings as well as to simplify the analysis of the data. Differences by college will also be reported where appropriate.

Use of Counselors and Faculty Advisors

Approximately one-third of the women in the sample indicated that they had never met with a college counselor (Table 40) compared to about one-quarter of the males. Although both men and women seem to consult with faculty advisors with equal frequency it was surprising to find that almost a quarter of our sample (23.4%) had never met with a faculty advisor, even though only 10% percent of the sample consisted of part-time students. A tabular analysis of the relationship between the use of faculty advisors and class status indicated a strong tendency of upperclassmen (sophomores or seniors) to meet more often with faculty advisors than first-year students or freshmen. In all, of those students who did consult with faculty advisors the majority did so once or twice a semester at most (Table 41 presents the specific figures on the frequency of contacts with faculty advisors).

Student Familiarity with Faculty and College Counselors

A tabular analysis revealed a relationship between the types of contacts experienced and the sex of the respondent: as expected, men tended to have better contact with college counselors than did women (Table 42). Although both sexes claimed to have more and better contact with the faculty than with the counselors (by a wide margin), the women (34.9%) seemed to know the faculty a little better than the men (31.5%) by a narrow margin. Over a third (34.2%) responded that they did not know either faculty or college counselors very well. Slightly more women (35%) responded this way than men (32.9%).

We also detected differences in contacts with faculty and college counselors between the two classes of students; that is, between freshmen and upperclassmen. Upperclassmen, as can be expected, have better contacts with the faculty (42.2%) than do freshmen (29.1%). Conversely one would

also expect more freshmen to not know either faculty or counselors very well, this is borne out in the analysis: 38.6 percent of all freshmen are not familiar with these counseling sources compared with 25.3 percent of the upperclassmen.

Satisfaction with Assistance from College Counselors

In Table 43, it is manifest that women (29.6%) tend to be more dissatisfied with college counselors than are men (24.7%). This difference is small but the size of the sample suggests it is a stable or real difference. In general, however, 72.2% of the entire sample seemed to be satisfied to some degree with the assistance received from counselors. It seems reasonable that a number of students may not have had a firmly crystalized idea of what to expect from their counselors in the way of assistance; furthermore, nearly one-third of the sample had never met with college counselors. For these reasons the question about the "helpfulness" of counselors is perhaps a more telling approach to the efficacy of the counseling services.

Helpfulness of Counselors in Planning

Table 44 clearly presents the data upon which one can draw several inexorable conclusions. Since nearly a third of the students in the sample had never met with a college counselor, as a check on the consistency of the data, we would expect that at least the same number of students would offer no opinion when questioned about the helpfulness of the counselors. Indeed 37.5 percent responded with "no opinion." Of the remaining 62.5 percent counseling seemed to be helpful to some degree to the vast majority (87.5%).

There seems to be a pointed difference in the responses of first-year students from the upperclassmen's responses. A larger number of freshmen (41.6%) had "no opinion" about the helpfulness of the counselors compared with 30.4 percent of the upperclassmen. On the other hand, 62 percent of all upperclassmen felt the counseling assistance was helpful compared to the 51.1 percent of freshmen who responded favorably. There seems to be a disparity here in view of the fact that in the section on problems the first-year students often faced as many college-associated problems as the upperclassmen, although occasionally these groups tended to face different kinds of problems. The disparity lies with the fact that although class status doesn't always make a difference in the types or amount of problems encountered, it seems as though counselors tend to be more helpful to upperclassmen than to the first-year students.

Differences Among Colleges

Some of the tests performed on the data compared the counseling information (i.e., familiarity, satisfaction, and helpfulness) obtained from each of the four different colleges in the sample. There were significant

differences among the colleges on some of the profiles measured. In order to elucidate the differences found, three percentage tables have been constructed to present this data: Table 45 gives the percentages of responses to how well the students felt they knew the faculty and college counselors for each college; Table 46 gives the distribution of degrees of satisfaction the students had with the counseling services for the four colleges; and Table 47 presents the student's feelings about the helpfulness of the counseling services in each of the colleges.

Highlighting these findings (refer to Table 45) it appears that about 70% of the students in College 1 know either the faculty well or know both the faculty and counselors well. In College 2 about a third of the students know the faculty better, only 10.3% know the counselors better, 27.3% know both well and 30.6% do not seem to know either faculty or counselors well. In College 3 half of the students know the faculty well while a third of them do not know either the faculty or the counselors well. In College 4 almost half of the students do not know either the faculty or the counselors well, and only 4.3% claim to know the counselors better.

Concerning the satisfaction of the students with the counseling assistance in vocational and educational planning (Table 46), there is a fairly consistent trend for over two-thirds of the students to be satisfied in all of the schools and over a quarter of the students to be dissatisfied to some degree except in College 4 where only about 1/5 (19.7%) were dissatisfied. However, it should be pointed out that the students in this college were the least familiar with their counselors (Table 45).

Finally, concerning the student responses to the helpfulness of counseling in vocational and educational planning (Table 47), Colleges 1, 2, and 4 seemed to provide helpful counseling to around 60% of their students, whereas in College 3, 65.3 percent of the students felt the counseling was not helpful or they had no opinion in this area.

Problems Encountered at College

Table 48 provides a fairly comprehensive breakdown of the frequency various types of problems occurred among the students in the sample. Both the frequency and the relative percentages were given for males and females separately and combined for possible responses to each of the eight types of problems. In general, it is clear that a substantial proportion of the student body (roughly 1/3) faces at one time or another, the types of problems indicated. Admittedly there are probably other kinds of problems which students in two-year colleges face, however, many of the categories provided are fairly broad and encompassing.

The three most frequent types of problems are registration and course selection (53.9%), academic problems such as grades (50.8%), and personal problems (51.3%). All three turn up in the majority of cases in the sample.

The two least important concerns were problems with college rules and regulations, and problems with college services and opportunities which showed up 22.1% and 27.6% of the time respectively.

For the most part, differences between males and females in their responses to the problem types were small and insignificant. The one exception (and it is a weak one) is that females (53.7%) tended to have more personal problems than males (46.9%). Sex did not seem to be a decisive factor in the frequency tabulation of these problems although student status (i.e., part-time or full-time status) did seem to correlate with several of the problems. The following list of problems occurred more frequently - as would be expected - among the full-time students than among the part-time students: problems with 1) academic major; 2) registration and course selection; 3) graduation requirements; 4) academic problems (grades, study habits, etc.); 5) college rules and regulations; and 6) problems with college services and opportunities.

Another factor which seemed to impact upon the expected frequency of a problem was the class status of the student. First-year students appeared to be more likely to have academic problems than upperclassmen (54.4% compared to 46.3% respectively). Surprisingly, upperclassmen had more problems with registration than did freshmen (58.7% compared to 51.9%), although as might be expected, the upperclassmen were also more concerned with graduation (45.5% compared to 30.0%).

The Association Between Usage of Counseling Services and the Incidence of Student Problems

An alluring approach to assessing the impact of counseling on students is to examine or compare the expected frequencies of problems prevailing for these students making use of counseling services - to those students not making use of counseling assistance. The danger in this is that although one might expect counseling to attenuate certain problems, it is fully reasonable to expect that students who seek counseling initially, tend to have more problems than those who don't seek counseling. This is tenable because included among the ranks of students who don't seek counseling are those who don't really have any pressing problems in adjusting to or coping with college life. Perhaps a more felicitous approach to assessing the efficacy of counseling in alleviating problems in student adjustment, is to compare the perceived "helpfulness" of assistance with the expected seriousness of a problem. It would seem that any given problem would be less serious for those who felt counseling assistance was "very helpful." There was a slight tendency for this to be true of vocational planning; that is, it was less of a problem for students who thought the counseling was very helpful.

Change of Major and Career Choice

Concerning the changing of major fields, males were slightly more apt to change their major fields or to not make definite plans about a major field than females, who on the other hand, were slightly more apt to make definite plans and not change them.

Another finding was the fairly strong tendency of students who were more apt to change major fields to meet the counselors more often than students who hadn't changed major fields. Finally, there is a marked tendency for more women to be fairly definite about their career choice than men. In Table 49 one also finds that men tend to be more tentative or undecided about their career choices than women.

Ideal and Intended Level of Educational Attainment

There is a disparity for both males and females between the amount of education these groups actually plan to attain, and the amount they would ideally like to receive. Most students admit to or expect to receive less education than they would prefer to receive. Financial constraints and personal circumstances may be the stumbling blocks which keep two-year college students from obtaining the education they would really like. Whatever the reasons, this marked disparity beckons the attention of college counselors; perhaps the focus needs to be on the procurement of the necessary financial aid, perhaps other considerations impede the educational progress of two-year college students - the need for more research in this area is manifest.

Academic Success and Usage of Faculty Advisor and College Counselors

Another consistently appearing, although not an extremely strong trend, was the prevalence of somewhat higher grades among the students who had met more often with their faculty advisors or their college counselors. This trend occurred for both females and males. It is not clear that the reasons for the higher grades were the more frequent contacts with the professional staff: it is possible that the students with better grades were the students who were more involved with campus life, or were students who were more highly motivated and so on. Any number of factors could have acted as moderating or intervening variables, although it is reasonable to expect students who have more contact and interaction with the faculty to achieve more of their potential.

Other noteworthy findings relate academic success to career choice (especially innovative and traditional career choices) and are discussed in the previous section "Profile: Women with Innovative and Traditional Career Choices." Differential implications for counseling women with traditional or innovative career choices are also discussed and may be of substantial interest to the reader.

Tables on Counseling Data

Table 40. Times Met with Counselor

	Women		Men		Total	
	N	%	N	%	N	%
Once every two weeks or more	38	4.5	43	8.9	81	6.1
Once a Month	74	8.8	68	14.1	142	10.7
Twice a semester	196	23.2	127	26.4	323	24.4
Once a semester	206	24.5	109	22.7	315	23.8
Never	303	36.0	124	25.8	427	32.3
Once	15	1.8	10	2.1	25	1.9
Other	11	1.3	0	.0	11	.8
	843	100.0	481	100.0	1324	100.0

Table 41. Times Met with Faculty Advisor

	Women		Men		Total	
	N	%	N	%	N	%
Once every two weeks or more	91	10.6	60	12.5	151	11.4
Once a month	112	13.2	62	12.9	174	13.1
Twice a semester	214	25.3	109	22.7	323	24.3
Once a semester	221	26.1	121	25.2	342	25.7
Never	187	22.1	124	25.8	311	23.4
Once	9	1.1	4	.8	13	1.0
Other	14	1.7	1	.2	15	1.1
	848	100.0	481	100.0	1329	100.0

Table 42. Familiarity with Faculty and College Counselors

	Women		Men		Total	
	N	%	N	%	N	%
I have more and better contacts with faculty	295	34.9	151	31.5	446	33.6
I have more and better contacts with college counselors	41	4.9	47	9.8	88	6.6
I have equally frequent and good contacts with both	214	25.2	124	25.8	338	25.5
I do not know either faculty or counselors very well	296	35.0	158	32.9	454	34.2
	846	100.0	480	100.0	1326	100.0

Table 43. Satisfaction with Counselors

	Women		Men		Total	
	N	%	N	%	N	%
Very dissatisfied	54	6.9	18	4.0	72	5.8
Somewhat dissatisfied	178	22.7	93	20.7	271	21.9
Fairly satisfied	461	58.7	271	60.4	732	59.2
Very satisfied	94	11.7	67	14.9	161	13.0
	787	100.0	449	100.0	1236	100.0

Table 44. Helpfulness of Counselors

	Women		Men		Total	
	N	%	N	%	N	%
No Opinion	317	38.5	165	35.5	482	37.5
They are no help	65	7.9	35	7.5	100	7.8
They are somewhat helpful	277	33.8	177	38.1	454	35.3
They are very helpful	162	19.8	88	18.9	250	19.4
	821	100.0	465	100.0	1286	100.0

Table 45. Familiarity with Faculty and College Counselors in the Different Colleges

	Better contacts with Faculty	Better contacts with Counselor	Good contacts with both	Do not know either very well
College 1	33.2%	5.9%	35.6%	25.2%
College 2	31.8	10.3	27.3	30.6
College 3	50.4	3.8	12.5	33.3
College 4	25.9	4.3	25.9	43.8
Combined	33.6	6.6	25.5	43.2

Table 46. Satisfaction with Vocational and Educational Counseling in the Different Colleges

	Very Dissatisfied	Somewhat Dissatisfied	Fairly Satisfied	Very Satisfied
College 1	6.7%	24.6%	56.9%	11.8%
College 2	6.0	23.9	59.5	10.6
College 3	8.2	24.1	58.6	9.1
College 4	3.5	16.2	60.6	19.7
Combined	5.8	21.9	59.2	13.0

Table 47. Helpfulness of Vocational and Educational Counseling in the Various Colleges

	No opinion	No help	Somewhat helpful	Very Helpful
College 1	29.5%	8.3%	40.9%	21.1%
College 2	28.9	8.2	42.4	20.5
College 3	56.8	8.5	21.4	13.2
College 4	40.3	6.5	32.2	21.0
Combined	37.5	7.8	35.3	19.4

Table 48. Problems Encountered at College (See following page)

Table 49. Certainty of Career Choice in Men and Women

Career Choice	Women N	Women %	Men N	Men %	Total N	Total %
Fairly Definite	513	60.3	247	50.8	760	56.9
Tentative	229	26.9	155	31.9	384	28.7
Undecided	109	12.8	84	17.3	193	14.4
	851	100.0	486	100.0	1337	100.0

Table 48, Problems Encountered at College

	(1) Not a Problem or Concern			(2) Some Problem or Concern			(3) Major Problem or Concern			(2 and 3 combined) Some or Major Problem or Concern		
	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total
Academic Major or Specialization Available	532 64.6	284 60.2	816 63.0	221 26.9	149 31.6	370 28.6	70 8.5	39 8.3	109 8.4	291 35.4	188 39.9	479 37.0
Registration and Course Selection	380 45.6	224 47.2	604 46.2	376 45.2	203 42.7	579 44.3	77 9.3	48 10.1	125 9.6	453 54.5	251 52.8	704 53.9
Graduation	547 66.3	282 60.6	830 64.3	222 27.0	149 31.9	371 28.7	55 6.7	35 7.5	90 7.0	277 33.7	184 39.4	461 35.7
Academic Problem (Grades)	409 49.6	229 48.6	638 49.3	303 36.8	186 39.5	489 37.8	112 13.6	56 11.9	168 13.0	415 50.4	242 51.4	657 50.8
Vocational Choice	524 63.9	303 64.6	827 64.2	203 24.8	115 24.5	318 24.7	92 11.2	51 10.9	143 11.1	295 36.0	166 35.4	461 35.8
Personal Problems	381 46.2	249 52.8	630 48.6	321 38.8	162 34.4	483 37.3	123 14.9	59 12.5	182 14.0	444 53.7	221 46.9	665 51.3
College Rules and Regulations	632 77.3	372 79.1	1004 77.9	124 15.0	74 15.7	198 15.4	63 7.7	24 5.1	87 6.7	187 22.7	98 20.8	285 22.1
College Services and Opportunities	591 72.4	338 72.5	929 72.5	168 20.6	92 19.7	260 20.3	57 7.0	36 7.7	93 7.3	225 27.6	128 27.4	353 27.6

D. Interview Findings

Approximately one month after the questionnaires were administered we interviewed 62 women at colleges 1, 2 and 4. Of these women 28 indicated traditional career choices and 34 indicated innovative career choices. The women were each interviewed for approximately 30 minutes concerning their career aspirations, who influenced them, what obstacles they foresaw, in what ways counselors were helpful or not helpful and how they were taking marriage and family into account in their future plans. In short we asked the women to elaborate on the basic areas of the survey questionnaire.

Concentrating on the responses of the innovative women in particular we found that many of them reported experiencing discouragement of their aspirations from one of four basic factors: 1) parents, 2) counselors, 3) the two-year college, and 4) external circumstances such as sexism, financial circumstances or job competition.

Women innovators tended to cite fathers more than mothers as having had a strong influence on their career choice. The mothers of these women, on the other hand, were frequently described as being neutral or passive to their daughter's career choice. Those mothers who were strongly opposed to the choice were described as not wanting their daughter to go into an "unfeminine career" such as physical education, an "antisocial career" like law or a "too different career" such as electronics.

With regard to the students reactions to counselors, over 40 percent reported negative reactions. Although much of this negativity was focused on high school counselors there was observable carryover to college counselors especially in the attitudes of those who had had particularly unhappy experiences. Thus in general both traditional and innovative women reported one of the following three types of contact with college counselors: a) they had never seen a counselor; b) they saw a counselor for only the most routine (or required) matters; and c) they went to a faculty member instead. Several of the women, particularly those who had chosen innovative careers were actively avoiding counselors even though they acknowledged having problems or serious questions. As one woman said, "Who needs them? They'd only get in my way."

The third factor which women perceived as obstructing their aspirations was one we labeled "external circumstances". The three obstacles cited most frequently by non-traditional women were money (28%), jobs and competition (23%), and femaleness (17%). The traditional women cited getting jobs (39%), money (21%), and academic work (17%), as the three major obstacles they foresaw. Approximately 15 percent of the women in both categories indicated they considered themselves and their own commitment to be major obstacles; characteristics that correspond to other research on two-year college students. Not surprisingly femaleness was cited as an obstacle

more often by innovative women. Most of the traditional women seemed to feel their femininity was an asset to their chosen careers in nursing, teaching, etc.

Finally the fourth factor was the two-year college itself. In general both innovative and traditional women interviewed were satisfied with the college and curriculum they were in. The innovative women anticipated more problems but they were generally viewed as having more to do with the other three factors, not with the college as a whole. Although this may in fact be the case, one cannot help wondering if the two-year college could not do more in its way to alleviate some of the problems the women were having in the other areas.

V. CONCLUSIONS

The present study is designed to contribute to the growing knowledge base concerning women in the two-year college, their experiences in the college and their career and life plans. Although no single theory was employed by which to assess the data, it was felt that presentation of recent demographic and descriptive information would in itself add to our understanding of what is happening to and for women in the two-year college.

It is not surprising to learn that in general the two-year college is serving its function as an institution of higher education which has the advantages of being close to the homes of its students, offering attractive tuition rates and providing curricula to suit the needs of its clientele. Both women and men in our study noted that these were the very reasons for which they chose their colleges.

The general background data for these women suggest that they are more similar to four-year college women than "the new students" who have entered two-year colleges most recently (Cross, 1969). The majority of women in our study are 18 or 19 years old, single and white. Their parents are living together; they have attained at least a high school education, and nearly half of both the mothers and fathers also have some college; many have college degrees or more. The women students' fathers tend to be administrators, managers or professionals. Most of the mothers are housewives, but of those who work most are teachers, nurses or secretaries.

While attending college the women students usually either live at home or in dormitories. They depend most on their parents for financial support and do not work. Their most common majors are liberal arts, health sciences or secretarial science. Thus, in general, the women in our sample do not seem very different from their counterparts in four-year colleges in recent years.

Nevertheless, there are differences from previous research findings, many of which appear in the women's plans for labor force participation. The women's occupational choices resemble those of their fathers more than their mothers, with nearly 80 percent planning for professional, administrative or managerial positions. Moreover, the women students anticipate more continuous commitment to work. Approximately 70 percent expect to be working 15 years hence and 40 percent expect to work continuously throughout this fifteen year period.

The reasons for selecting their occupations appear to differ from the traditional "male" reasons such as salary, security or promotion. These women indicate that special interest, opportunity to work with people and creativity are the most salient factors in their career choice.

Several inconsistencies and possible difficulties do appear upon scrutinizing the women's responses to career related questions as a whole. In particular, although these women say they expect to work continuously they also expect to be married and to have 2 or more children. Although the distinctions in what constitutes appropriate "masculine" and "feminine" family roles may continue to diminish and the distribution of household and family responsibilities may become more equalitarian, women's attitudes and expectations about the place of marriage and family in their future plans merit consideration by counselors. It is in their thinking or lack of thinking about the compatibility and mutuality of career and family responsibilities that women may benefit the most from counseling and other forms of assistance. One suspects that in the face of the inevitable decisions and obstacles which occur in trying to manage career and family simultaneously, that without encouragement, support and a modicum of planfulness a woman's career aspirations will yield to family commitments. The people responsible for the counseling and career development services in the two-year colleges need to be aware of these inconsistencies and naiveties not so as to discourage women from attempting the career-family mode but to better prepare them to deal with its exigencies. Since the present study deals only with the aspirational and not executed phase of career planning this is somewhat conjectural, but it merits further inquiry.

Although true role innovativeness is expressed by only one-fifth of the sample, variations from the traditional feminine lifestyle of schooling, marriage then housekeeping are strongly present. Work will play an increasingly important part in these two-year college women's lives, not solely because of any national trends in job opportunities for women, although that is important, but because the women themselves are determining that work apart from family is important to them; that it is, in effect, an equally important way to express their concerns for helping others.

As a final conclusion of the study, we urge faculty and staff in two-year colleges to continue the work they have begun in opening the doors of all curricula to women. We also suggest that in order for these services to be long lasting and successful, extended and expanded attempts be made at educating women concerning the dual roles they are choosing. We further urge faculty and staff to work with these women as part of all college curricula concerning the matter of their career development in order that such dual roles may be compatible, satisfying and indeed possible for the many women who desire them.

VI. RECOMMENDATIONS

The specific recommendations included below grow out of the report but several cannot be tied to any specific finding. They arise out the researchers' qualitative judgments concerning what is happening to and for women in two-year colleges and what counselors in these colleges ought to be doing to assist these women. This is done in the firm belief that what helps women helps others, for women are over half of us.

Before proceeding to specific recommendations generated by the study it seems appropriate to make a summary comment regarding the four two-year colleges that participated in the study. These colleges were not selected as the focus of the study in themselves but rather for the diversity of students they attract. Thus the colleges were not themselves the subject of our investigation, nor do we feel that there is any basis for generalization to colleges of their type. Nevertheless, some comment does seem called for because these colleges are unique one from another, and as such have impact in unique ways upon their students.

The *traditional two-year women's college* has been just that. Although in recent years it has adopted a more feminist rhetoric, the message of the curriculum and mode of dealing with students has been fairly standard and sex-stereotyped. Yet this college, more than any other, has a singular opportunity to take an in-depth, positive look at women and their possible futures within the context of a small, homogeneous and supportive campus environment. The possibilities are great for the creative exploration of a variety of lifestyles for women. We hope the college can summon the resources to do so.

By its very nature the *agricultural and technical college* has been a stimulus for more innovative career plans on the part of women students. If the women came, they were at least exposed to more diverse male fields and could consider entering them. But faculty and counselors need to do more to support the "open" programs offered by the college so that they may become more truly accessible to women.

The two *multipurpose community colleges* appear similar in their programs and approaches to students. If anything the smaller of the two is perceived by students as being the more impersonal. We suspect the reason the counselors are not well known by the students is that there are not as many such staff proportionately as at the other colleges. It is very disappointing to their students for these two colleges with purportedly broader course offerings and more open admissions policies to be perceived in reality as less supportive of student needs and less sensitive to their interests. These colleges would do well to invest more staff resources along these lines.

SPECIFIC RECOMMENDATIONS

1. Counselors need to take cognizance of their power to influence women's aspirations downward as well as upward.

The ability to rechannel a person's aspirations downward, sometimes known as cooling out, does not come necessarily from any active discrimination on the part of the counselors, but can result from simple passivity or indifference. This is particularly the case for women. It must be recognized that passivity is in effect a reinforcement of the previous long years of sex-role stereotyping women have been conditioned to accept. Such reinforcement can be counteracted in some situations by stimulating women to have new confidence and see themselves in new and different roles. Counselors can be change agents, to some extent they already are, but they need to be more aware of their power for direct and indirect influence in student choices.

2 a. Greater and more concentrated effort must be expended by counselors to meet the needs of career innovative women.

The innovative women compel our attention and assistance for several reasons, not the least for their pioneering nature. These women seek to break out of old molds, to live in a future few of the rest of us seem ready or prepared to meet. As pioneers they often feel lonely and deviant. Such feelings prevent them from seeking help or sometimes even recognizing they could be helped. Nevertheless, these students are able, ambitious and sensitive. They are already aware of many of the obstacles they will face, but at the same time they may be totally ignorant of others. They believe few can help them yet they are keen observers of others, and that influence, although indirect, may be great. The counselor who desires to assist these women must be willing to see the future as they see it, and must not let the caveats of experience dampen or destroy that vision.

2 b. Counselors must seek out the particular problems career-innovative women are experiencing.

The innovative women in our study reported having more problems within their colleges than any other subgroup. Counselors must discover the regulations, curriculum requirements, financial and personal constraints that hinder these students, not simply to abolish all difficulties, which would be unrealistic, but certainly to discover what the problems are and the possible ways they might be eliminated. It should be understood that the problems this group of individuals are experiencing may be having a far broader impact; their difficulties may be having a "chilling effect" on the desire of other women to choose innovative careers.

3. The two-year colleges must cease to be passive producers of out-moded and sex-biased curricula.

The faculty-counselor team approach to curriculum building and instruction are strongly suggested as a viable means of insuring that students progress with affective as well as cognitive learning. Moreover counselors need to take the initiative in working with faculty in traditionally single sex fields to understand their feelings and deal with the problems and issues caused by the opening of their classes to the opposite sex. Most importantly counselors need to prepare the information and supportive data to influence the policy-making of their college toward equitable, open and constructive curricula for all students.

4. Two-year colleges that make claims to being open door institutions must scrutinize not only their openness with regard to admissions policies but where their open doors lead.

No one expects the colleges to outguess the manpower projections but all students, women in particular, should (and do) expect unbiased assessment of their skills and aptitudes. Many of the same skills that are required of a first rate RN are also required of other medical specialties that a women might choose were she better informed. The same transferability of skills concept applies to other areas as well, such as certain secretarial training with banking or real estate. The myth of specialization, especially as it has been linked with sex, ought not to be perpetuated where it is dysfunctional and discriminatory to naive students.

5. The two-year college must diversify its faculty and staff as much as possible. Counselors could take the lead in urging such diversity and in making students aware of the diversity that already exists.

Students need broad exposure to more types of people and lifestyles. The choices inherent in such examples and the skills of decision making that will be required in making such choices need to be emphasized by expert personnel in the academic and support programs of the college.

One of the best ways to foster easy, natural exposure is to have a diverse, open and enthusiastic faculty and staff. This ought to be desired as a goal of the college, not simply complied with as a legal requirement. The young are experts at detecting hypocrisy. They can tell quickly if an open-door college is also open-minded. Thus through the network of the college every effort should be made to see that the names of all qualified people are put forward on an equal basis for all jobs and positions outside, and more especially, inside the college.

6. Career planning and placement services must do more to assist students in career development and decision making.

Our study revealed that students are very naive concerning the basics of job seeking, job analysis and career decision making strategies. Counselors should actively seek faculty cooperation in the use of course time for such discussions, and faculty support and sponsorship for separate courses in these topics should be encouraged. Counselors could plan short-term and long-term exposure experiences for students, particularly women, to work with someone on the job in a potential occupation. Counselors can also encourage alumnae to sponsor a student for a given period on the job or invite alumnae to make presentations on the campus about the realities of the jobs they are in and the lifestyles they have adopted.

7. More effort must be expended by counselors to meet the needs of the vocationally undecided students.

One of the more important findings of the study is the size of the undecided population. Although the majority of students come to the two-year college having a career already in mind, many of these same students, despite the short time involved, make curriculum and career changes. Moreover, there is a sizeable number of students who come to the college undecided and who may leave it the same way if they do not receive special assistance. Rather than treating these students as the "walking wounded" counselors and colleges must become more creative and proactive in their attempts to reach and work with these students.

Furthermore, those colleges that advertise such assistance must be prepared to provide quality service with regard to career exploration and decision-making opportunities.

8. Counselors must give greater attention to lifestyle planning needs of students.

All counselors, not simply those responsible for career placement, need to become less academic advisers and more life planning/life assessment experts. This is particularly important for those who will be working with women planning dual roles in a career and family. Many counselors as well as their colleges have already adopted an educational philosophy that sees life as a whole, education as a lifelong process and contact with the college as an ongoing, if intermittent, event for student clientele. The counselors need more inservice training in adult learning and development theory as well as in general career planning and decision-making. Once this is accomplished counselors will be better prepared and students will have less need of crisis programs for returning to education.

9. Some counselors would do well to prepare themselves as family relations counselors.

As our interview data revealed, parent-student relationships are both overtly and covertly central to many decisions students are making with regard to education, career and life plans. The two-year college that purports to be a community resource would do well to consider having staff who are prepared to work in this area. Such a service could be highly innovative and useful to the community, the college and the students.

10. Finally, we urge the Bureau of Two-Year College Programs of the New York State Education Department to continue and expand its efforts to serve as liaison and disseminator of programs, ideas and issues which will improve counseling services among the state's two-year colleges.

Our data suggests the Bureau would do well to target some of its resources toward assisting counselors to improve their services to women students, especially career innovative women. Although ideas that work in one college may not apply to another, the cross-fertilization and stimulation of a free flow of ideas, issues and support for innovation by the Bureau is essential and needs to be expanded where possible.

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APPENDIX A

SURVEY OF TWO-YEAR COLLEGE STUDENTS

Objectives of the Survey

The information in this questionnaire is being collected as part of a research study on some of the factors affecting the educational and career development of two-year college students. Your help and cooperation are being asked in order to provide information which will aid in planning programs and services for future students. Although your individual responses are important in contributing to new knowledge about aspirations and plans of college students, these answers will be used for research purposes and will be reported only as part of statistical summaries.

Thanks very much for your help.

GENERAL DIRECTIONS

Please read each question carefully. Indicate your response in the space provided for your answer. Most items can be answered simply by placing an "X" next to the answer you choose. Please mark only one answer for each question unless otherwise indicated.

Cornell Institute for Research
and Development in Occupational Education
Cornell University
Ithaca, New York

SECTION I - BACKGROUND INFORMATION

1. Your sex:

____ 1 Male ____ 2 Female

2. Your marital status:

____ 1 Single
____ 2 Engaged
____ 3 Married, no children
____ 4 Married, with children
____ 5 Widowed, divorced or separated, no children
____ 6 Widowed, divorced or separated, with children

3. Your age at last birthday: ____ years

4. Your class status:

____ 1 First year student (Freshman)
____ 2 Second year student (Sophomore or Senior)
____ 3 Other (please specify):

_____

5. Are you a full-time or part-time student?

____ 1 Full-time student
____ 2 Part-time student

6. When do you expect to complete your program at this college?

Month _____ Year _____

7. Racial/ethnic background:

____ 1 American Indian
____ 2 Black/Negro/Afro-American
____ 3 Oriental
____ 4 White/Caucasian
____ 5 Other (please specify):

_____

8. In what program or major field of study are you now enrolled?

_____

9. Have you changed your program of study or major field since you entered this college?

____ 1 No, because I have not yet made definite plans about a major field
____ 2 No, my original plans have not changed
____ 3 Yes, I have changed once since entering college
____ 4 Yes, I have changed twice or more
____ 5 Other (please specify):

_____

10. Which of the following statements best applies to your main activity during the six months before you entered this college? Check only one.

____ 1 High School Student
____ 2 Attending school or college somewhere else
____ 3 Military service
____ 4 Homemaking
____ 5 Full-time employment
____ 6 Unemployed
____ 7 Other (please specify):

_____

11. Which of the following statements best describes the place where your home was located most of the time when you were in high school?

____ 1 A city or urban area
____ 2 Suburb
____ 3 Town, village
____ 4 A farm or other rural area
____ 5 Other (please specify)

_____

12. What is your current place of residence while at college?

____ 1 Dormitory
____ 2 Off-campus apartment
____ 3 Off-campus rooming house
____ 4 Fraternity or sorority house
____ 5 Association or co-op
____ 6 At home with parents
____ 7 Apartment or house with spouse
____ 8 Other (please specify):

_____

13. At present, how many hours per week do you work part or full-time? (Do not include work that is required or part of your school program such as cooperative work experience.)

____ 1 None, I do not work
____ 2 1 to 10 hours
____ 3 11 to 20 hours
____ 4 21 to 30 hours
____ 5 More than 30 hours

14. Which of the following is the main source of financing for your education? Check only one.

____ 1 Employment (summer or school year)
____ 2 Previous savings or personal earnings
____ 3 Government benefits from military service
____ 4 Scholarships or grants
____ 5 Loans
____ 6 Parents
____ 7 Spouse's savings or earnings
____ 8 Other (please specify)

_____

15. Are your mother and father now living and together? Check only one.

____ 1 Yes, both living and together
____ 2 No, parents divorced or separated
____ 3 Both deceased
____ 4 Father deceased, mother living
____ 5 Mother deceased, father living
____ 6 Other (please specify)

_____

16. Indicate your father's highest level of education. Check only one.

____ 1 No formal education (self-educated)
____ 2 Less than 8th grade
____ 3 8th grade or more but didn't finish high school
____ 4 High school graduate
____ 5 Some college or other post-high school training
____ 6 College graduate
____ 7 Graduate work but no degree
____ 8 Graduate or professional degree
____ 9 Other (please specify):

_____

17. Indicate your mother's highest level of education. Check only one.

____ 1 No formal education (self-educated)
____ 2 Less than 8th grade
____ 3 8th grade or more but didn't finish high school
____ 4 High school graduate
____ 5 Some college or other post-high school training
____ 6 College graduate
____ 7 Graduate work but no degree
____ 8 Graduate or professional degree
____ 9 Other (please specify)

_____

18. What is your father's present occupation? If your father is not currently employed or is retired or deceased, please give his last occupation. (Be as specific as you can. For example, "automobile salesman" rather than just "salesman". If your father owns his own business, write "self-employed" and give the type of business.)

_____

19. What is your mother's present occupation? As before, please be as specific as possible. If your mother does not work outside the home, write "housewife" or "homemaker".

_____

20. How many years since her marriage has your mother worked at a paying job outside the home? If deceased, how many years did she work?

____ 1 None (skip to Question 22)
____ 2 One year or less
____ 3 2-3 years
____ 4 4-5 years
____ 5 6-10 years
____ 6 11-15 years
____ 7 16 or more years

21. What is/was your mother's main occupation during these years of outside employment?

_____

22. If you are married, what is the present occupation of your spouse?

_____

23. What are the ages of each one of your brothers and sisters? In the spaces below list your brothers, sisters and yourself in the order of age. (Names are not necessary. For example, brother, 23; self, 20; sister, 18; etc.) If you are an only child, place a check in the box below.

_____ age _____ _____ age _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ ☐ I have no brothers or sisters (only child).

24. What was your average grade in high school? Estimate the letter grade from whatever system was used at your school. Mark only one.

____ 1 D or lower
____ 2 C-
____ 3 C
____ 4 C+
____ 5 B-
____ 6 B
____ 7 B+
____ 8 A-
____ 9 A or A+

25. What is your approximate grade point average in your college work? Estimate the letter grade from whatever system is used at your school. Mark only one.

____ 1 Do not yet have GPA
____ 2 D or lower
____ 3 C-
____ 4 C
____ 5 C+
____ 6 B-
____ 7 B
____ 8 B+
____ 9 A-
____ 10 A or A+

26. Which were the most important reasons for your deciding to attend this particular college? Please choose your three most important reasons. Put a "1" next to the most important, a "2" for the next most important, and a "3" for your third choice.

____ 1 Tuition costs
____ 2 Living costs
____ 3 Closeness to home
____ 4 Special courses or educational programs offered
____ 5 My friends are attending here
____ 6 Recommendation by my high school counselor
____ 7 Recommendation by my high school teacher(s)
____ 8 The reputation or educational standards of the school
____ 9 Chances for getting admitted
____ 10 Chances for financial aid
____ 11 Other (please specify):
_____

27. Before you made the decision to attend this particular college, how many applications did you make to other schools? Write the number of other schools in each category to which you actually made application. For example, if you applied to two other community colleges and one business school, write the number "2" in the space before community and junior colleges and "1" before private business or secretarial schools. Do not include your application to the college you presently attend.

Number of Applications

____ 1 No other applications
____ 2 Private business or secretarial school(s)
____ 3 Nursing schools(s)
____ 4 Trade or technical school(s)
____ 5 Two-year community or junior college(s)
____ 6 Two-year agricultural and technical college(s)
____ 7 Four year private college(s) or universities
____ 8 Four year public college(s) or universities
____ 9 Other (please specify) _____

SECTION II - CAREER PLANS AND GOALS

The following items are about your plans for your occupational future. We realize that at any given time all students are not at the same stage in their career planning and that any plans they make may be subject to change as a result of unforeseen circumstances or new information. However, some students may have clearly identified their desired career goals and how they plan to achieve them. Other students may identify a career goal although they consider this choice as tentative and are not completely certain of their plans. Another group of students may be undecided or postponing any career plans.

28. Please indicate into which one of these categories you think you fit best.

____ 1 I have made a fairly definite career choice.

____ 2 I have made a career choice although it is tentative.

____ 3 I am undecided or am postponing my career choice (Skip to Question 34).

29. What career or occupation do you expect to enter after you complete your education? Please be as specific as possible.

_____

_____

30. When did you first decide on this occupation or career?

____ 1 Elementary school

____ 2 Junior high school (grades 7-8)

____ 3 9th - 10th grades

____ 4 11th - 12th grades

____ 5 Period between high school and college

____ 6 Freshman year in two-year college

____ 7 Sophomore (or senior) year in two-year college

____ 8 Other (please specify):

_____

31. Which one of the following sources of information has been most useful to you in choosing your career or occupation? Please check only one.

____ 1 High school guidance materials including aptitude or interest tests

____ 2 College catalogs and publications

____ 3 Newspapers, magazines, television

____ 4 Career days

____ 5 Previous work experience

____ 6 Materials published by employers

____ 7 Other (please specify)

_____

32. How much do you feel that the following people were an influence upon your present career or occupational choice? Place a check in the appropriate column for each person.

	Very Much	Somewhat	Not at all
Father	____	____	____
Mother	____	____	____
Brother(s) and Sister(s)	____	____	____
Other relative(s) or acquaintances	____	____	____
High school counselor	____	____	____
High school teacher(s)	____	____	____
College counselor or advisor	____	____	____
College teacher(s)	____	____	____
Close friend(s)	____	____	____
Other (please specify):			
_____	____	____	____

33. Which one of the people listed in Question 32 do you feel had the greatest influence on your choice?

_____

IF YOU ANSWERED UNDECIDED TO QUESTION 28

34. If you are undecided or postponing your career plans, what possible career or occupational choice(s) are you presently considering? More than one choice may be listed.

_____

_____

35. In selecting your opportunity or career, which three of the following reasons are important in making your choice? RANK these from 1 to 3. 1 for the most important; 2 for the next most important; and 3 for your third choice.

____ 1 High salary

____ 2 Opportunity to work with people

____ 3 Opportunity for advancement and promotion

____ 4 Chance to be helpful to others or contribute to society.

____ 5 Steady work, security for the future

____ 6 Pleasant surroundings or working conditions

____ 7 Permits use of creativity and originality

____ 8 Chance to use my particular abilities or skills

____ 9 Freedom from supervision

____ 10 High prestige or social status

____ 11 Fits my special interests

36. Which of the following do you feel will be most important in helping you locate a job in your chosen field after you complete your education? Choose only one.

____ 1 Interview with employers visiting campus

____ 2 College placement services

____ 3 Contacts through parents and friends

____ 4 State employment office services

____ 5 Answer newspaper ads

____ 6 Send letters and resumes to employers

____ 7 Visit employers

____ 8 College faculty in major field

____ 9 I plan to be self-employed

____ 10 I already have a job in my chosen field (How did you locate it?) _____

_____

37. How difficult do you expect it to be to find a job in your chosen field?

____ 1 Very easy

____ 2 Fairly easy

____ 3 Fairly difficult

____ 4 Very difficult

38. What do you expect your starting yearly salary will be?

$_ _____ per year

39. What yearly salary do you expect to receive after five years of working in your field?

$_____ per year

40. After you finish your education, for which kind of employer would you prefer to work? Choose only one.

____ 1 Own business (or farm)

____ 2 Small business (less than 50 employees)

____ 3 Medium or large business or corporation (more than 50 employees)

____ 4 Educational institution (public or private schools, college, etc.)

____ 5 Social service agency, public or private

____ 6 Government service (local, state or federal)

____ 7 Professional office (law, medicine, dentistry, etc.)

____ 8 Hospital or other health care facility

____ 9 Other (please specify)

_____

41. Where do you expect to be living five years from now?

____ 1 In my hometown (which is _____)
(city) (state)

____ 2 Some other place (please specify): _____

42. What do you expect to be doing five years from now? Even if you are uncertain, please give your best estimate of what you expect to do.

_____

43. What do you expect to be doing ten years from now?

_____

44. What do you expect to be doing fifteen years from now?

_____

SECTION III - EDUCATIONAL ACTIVITIES AND PLANS

45. Students have different ideas about the purpose of a college education. Which of the goals listed below do you consider most important? Please choose two. Put a "1" next to the most important and "2" next to the second most important.

____ 1 Develop skills and techniques which are directly applicable to my vocational career.

____ 2 Develop the ability to get along with different kinds of people.

____ 3 Acquire a basic general education and appreciation of ideas.

____ 4 Develop the abilities to serve others and remedy major social problems.

____ 5 Develop moral capacities, ethical standards and values.

____ 6 Prepare for marriage, family life and civic responsibilities.

____ 7 Advance learning and stimulate the discovery of new knowledge.

____ 8 Develop creative or expressive skills.

____ 9 Other (please specify) _____

46. What is the highest academic award or degree you actually plan to obtain?

____ 1 None

____ 2 Certificate

____ 3 Associate degree

____ 4 Bachelor's degree

____ 5 Master's degree

____ 6 Ph.D. or Ed.D.

____ 7 Professional degree (law, medicine, etc.)

47. Listed below are some college organizations and activities. Please place a check in the appropriate column to indicate your degree of participation in each of the activities while in college. Check only one response for each activity.

Activity	I am not a member	I am a member but not active	I am an active member	I am an officer
College athletic team, association or club	____	____	____	____
Choir, chorus, glee club, band, orchestra	____	____	____	____
Honor Society or honorary fraternity	____	____	____	____
Political activity or organization	____	____	____	____
Religious activity or organization	____	____	____	____
Professional interest organization	____	____	____	____

Social club/organization (e.g. fraternity, sorority)	____	____	____	____
Hobby or interest clubs	____	____	____	____
Other organized social club	____	____	____	____
Student government or other student service org.	____	____	____	____
Dramatics/Theater/Film Club	____	____	____	____
Student publication (newspaper, yearbook, etc.)	____	____	____	____

48. If you could obtain as much education as you wanted without regard for finances or other personal circumstances, how much education would you really like to have?

____ 1 Would not finish my present course of study

____ 2 Would complete my present course of study (2-year program or certificate)

____ 3 Would complete bachelor's degree

____ 4 Would complete master's degree

____ 5 Would do graduate work toward Ph.D. or other professional degree

____ 6 Other (please specify) _____

49. If you could choose any occupation or career you wanted without regard for finances or other personal circumstances, what would you most like to do?

_____

50. In thinking about the future, which of the following do you expect will provide you with the greatest satisfaction in life? Please select THREE. Place a "1" beside the one you feel will be most satisfying, a "2" beside the next most satisfying and a "3" beside the third most satisfying.

____ 1 Literature, art or music

____ 2 Career and occupation

____ 3 Family relationships

____ 4 Leisure time recreational activities

____ 5 Religious beliefs or activities

____ 6 Participation as a citizen in the affairs of your community

____ 7 Participation in activities directed toward national or international betterment

____ 8 Friends

____ 9 Other (please specify)

_____

51. Since the beginning of the school year about how often have you consulted or met with a college counselor?

____ 1 Once every two weeks or more

____ 2 Once a month

____ 3 Twice a semester

____ 4 Once a semester

____ 5 Never

____ 6 Other (please specify)

_____

52. Since the beginning of the school year about how often have you consulted or met with a faculty adviser?

____ 1 Once every two weeks or more

____ 2 Once a month

____ 3 Twice a semester

____ 4 Once a semester

____ 5 Never

____ 6 Other (please specify)

_____

53. How well do you feel you know faculty and college counselors?

____ 1 I have more and better contacts with faculty.

____ 2 I have more and better contacts with college counselors

____ 3 I have equally frequent and good contacts with both faculty and counselors.

____ 4 I do not know either faculty or counselors very well.

54. In general how satisfied do you think students on your campus are with the assistance they receive from college counselors?

____ 1 Very dissatisfied

____ 2 Somewhat dissatisfied

____ 3 Fairly satisfied

____ 4 Very satisfied

55. In thinking through your vocational and educational plans how helpful have counselors been in this college?

____ 1 No opinion, I have not consulted them on this matter.

____ 2 They are no help.

____ 3 They are somewhat helpful.

____ 4 They are very helpful.

56. Listed below are some topics which often are a concern to college students. Since the beginning of this school year, which of these topics have been a problem or concern to you? Place a check in the space provided for each topic to indicate the degree to which it has been a problem or concern this year.

	Not a Problem or concern this year	Some problem or concern	Major problem or concern
1 Academic majors and specializations available in the college	____	____	____
2 Registration and course selection	____	____	____
3 Graduation and other academic requirements and regulations	____	____	____
4 Academic problems (grades, study habits, exceptions to regulations and petitions)	____	____	____
5 Vocational choice (or post-graduation plans)	____	____	____
6 Personal problems	____	____	____
7 College rules and regulations	____	____	____
8 College services and opportunities	____	____	____
9 Other (please specify) _____	____	____	____

SECTION IV - MARRIAGE AND FAMILY PLANS

57. What are your plans for marriage?

____ 1 Do not ever plan to marry

____ 2 Already married at this time

____ 3 Would marry before completing my present educational program

____ 4 Would prefer to complete my present education or training first

____ 5 Would prefer to complete all my education or training first

____ 6 Would prefer to work for at least two years after completing my education before marrying

58. When your family is complete, how many children would you like to have?

____ 1 None

____ 2 One

____ 3 Two

____ 4 Three

____ 5 Four or more

In the following three questions, women should reply in terms of their own plans; men answer in reference to their attitudes concerning a wife's work.

59. Do you expect that you (your wife) will work after marriage, before children?

____ 1 No ____ 2 Uncertain ____ 3 Yes

60. If you have children, do you expect that you (your wife) will work?

____ 1 No ____ 2 Uncertain ____ 3 Yes

61. If you (your wife) were to return to work at a job taking at least 20 hours a week, when do you think this would take place?

____ 1 As soon as possible after the birth of a child

____ 2 When the youngest child is in nursery school

____ 3 When the youngest child is in kindergarten or first grade

____ 4 When the youngest child is in junior high

____ 5 When the youngest child is in senior high

____ 6 After children have left home or are on their own

____ 7 Do not expect that I (my wife) will work

IF YOU HAVE ANY FURTHER EXPLANATION OR COMMENTS CONCERNING THE ABOVE QUESTIONS, PLEASE USE THE SPACE BELOW FOR YOUR REPLY.

This questionnaire has been designed for research purposes only. All information reported will be given in the form of statistical summaries. In no case will your answers as an individual student be singled out. However, in order to provide an opportunity for a follow-up study at a future date, we need your name and campus address. Once the follow-up study has been conducted this portion of the questionnaire will be detached. Your cooperation in this second phase is greatly appreciated.

PLEASE PRINT

Name: _____
First Name Last Name

Campus Address: _____

Telephone: _____

Thank You !

APPENDIX B

School _____ Time Interview Began _____ A.M.

Date _____ _____ P.M.

INTRODUCTION:

Hello. I'm _____ from Cornell. I'm helping with a study to learn more about the career choices and decision of students in two-year colleges. We think that the best way to find out what students are thinking is to talk with them. You were selected as part of a sample of students we will be interviewing and we would like to ask you some questions about your plans and goals for the future. Of course, all your responses are confidential.

GO TO QUESTION 1

1. What program or major field of study are you in at present?

2. What made you decide to take (program or major) ?

3. How satisfied are you with your choice? Why or why not?

SAY: Since we are interested in how students make up their minds about careers we would like you to share with us some of your experiences and thoughts about the decision-making process.

4. What career or occupation are you planning to enter? (Probe: What do you think it will be?)

5. Why have you chosen (occupation) ?

6. How did you first learn about this career?

7. What do you think will be the biggest difficulty or obstacle you will face in reaching your career goals? (Probe: What other difficulties or obstacles might there be?)

SAY: Frequently, in the process of reaching a decision, we discuss our plans and goals with other people. We'd like to ask you some questions about these contacts with other people.

8. What person or persons have been most helpful to you in making your career choice? How have they been helpful to you?

9. What does you mother think about your occupational plans?

a) Has she encouraged these plans in any ways? How?

b) Has she discouraged these plans in any ways? How?

10. What does you father think about your occupational plans?

a) Has he encouraged these plans in any ways? How?

b) Has he discouraged these plans in any ways? How?

11. If your mother had her way, what occupation would she have chosen for you? Why do you think she would have chosen this?

12. If your father had his way, what occupation would he have chosen for you? Why do you think he would have chosen this?

13. Which parent would you say has exerted the strongest influence upon your occupational choice? Why?

14. Do you know anyone, such as family members, friends of the family or your own friends and acquaintances, who are or have been employed in your chosen career area?

_____ NO _____ YES

IF NO: GO TO QUESTION 15

IF YES: ASK a) and b)

a) What relationship or connection does this individual have to you?

b) Did he/she have any effect upon your career choice? Why or why not?

15. Did you have a regular guidance counselor in your high school?

_____ NO _____ YES

IF NO: Who in your high school helped students with personal problems and/or career plans?

a) Did you discuss either your general or specific career plans with this person?

_____ NO _____ YES

IF NO: Why not?

IF YES: Were they helpful to you in any way(s)? How were they helpful/not helpful to you?

16. Have you talked with any college counselors about your plans?

_____ NO _____ YES

IF NO: Why haven't you talked with any counselors?

IF YES: With what type of counselor?

Were they helpful to you in any way(s)? How were they helpful/not helpful to you?

17. How are you taking marriage into account in your career plans?

18. Realistically, what role do you think work will play in your life during the next five to ten years?

---- during the next 10 to 20 years?

---- after the next 20 years?

SAY: A person considers many factors when he or she is actually deciding which job to accept. Think of yourself at a time when you are seeking a full-time job in your career area. I am going to read to you some descriptions of work situations which you might consider at that time. For each one please tell me how much you think you would like such a job by using the scale on this card. (HANDCARD I)

19.	Like Very Much	Like	Neutral	Dislike	Dislike Very Much
a. A job which involves taking a great deal of responsibility and making critical decisions.	____	____	____	____	____
b. A job which permits you to set your own working hours even if these would total more than 40 hours per week.	____	____	____	____	____
c. A job which promises rapid promotion or advancement but in which you are frequently evaluated.	____	____	____	____	____
d. A job which involves taking an important leadership role in the organization or community.	____	____	____	____	____
e. A job in which you would have to relocate in another city or geographical area every few years.	____	____	____	____	____
f. A job which has a great deal of long-range security but which offers few opportunities for promotion.	____	____	____	____	____
g. A job which constantly requires you to learn new skills in order to adequately perform your duties.	____	____	____	____	____
h. A job which pays well but leaves you little leisure time.	____	____	____	____	____

You have indicated your feelings about some situations which might be important in choosing a future job. Of the factors included in these job descriptions, which one do you think would be most important to you in your job choice? (HANDCARD II) Why is this important to you?

END OF INTERVIEW

Time Interview Ended ____

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INTERVIEWER SUPPLEMENT

Name of Respondent _____

Respondent's Sex: _____ male _____ female

Respondent's Race: _____ white _____ black _____ other (specify)
_____

Interest of Respondent: _____ very interested
_____ somewhat interested
_____ uninterested

Interviewer's Comments:

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